

Mary Belcher

#12.6

THE AMERICAN PENMAN

THE A. N. PALMER CO.
PUBLISHERS
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NEW YORK

July, 1913

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Prize Winners in the Eight International Shorthand Speed Contests

Year and Place	Contestants	System	Matter	Errors	Percentage of Accuracy	Net Speed per Minute	Positions	Awards
1906, Baltimore	Sidney H. Godfrey	Isaac Pitman	Newspaper	16	98.1	150	1	Miner Medal
1907, Boston	Nellie M. Wood Sidney H. Godfrey	Isaac Pitman	Judge's Charge	45	96	163	1	Eagan Cup
		Isaac Pitman	Newspaper	31	96.25	123	4	Miner Medal
1908, Philadelphia	Nellie M. Wood C. H. Marshall	Isaac Pitman Pitmanic	Testimony	21	98.4	253	1	Eagan Cup
			Testimony	54	95.8	242	3	Miner Medal
1909, Providence	Nellie M. Wood	Isaac Pitman	Judge's Charge	65	94.6	227	1	Eagan Cup permanently and World's Speed Record
			Testimony	65	95.3	264		
1909, Lake George	Willard B. Bottome	Pitmanic	Speech	12	98.8	205	1	Shorthand Writer Cup
			Testimony	78	94.3	262		
1910, Denver	Clyde H. Marshall	Pitmanic	Speech	39	96.11	192.6	1	Shorthand Writer Cup
			Judge's Charge	85	92.91	222.8		
			Testimony	62	95.58	268		
1911, Buffalo	Nellie M. Wood	Isaac Pitman	Sermon	4	99.47	149.2	1	Adam Accuracy Trophy permanently
			Speech	5	99.41	169		
			Judge's Charge	2	99.79	189.6		
			Testimony	7	99.33	208.6		
	Nathan Behrin	Isaac Pitman	Speech	18	98.2	196.4	1	Shorthand Writer Cup
			Judge's Charge Testimony	40 60	96.66 95.71	232 268		
1912, New York	Nathan Behrin	Isaac Pitman	Speech	58	94.2	188	1	Shorthand Writer Cup; title "Champion Shorthand Writer of the World"; and Holder of the World's Speed Record.
			Judge's Charge	15	98.8	237	1	
			Testimony	17	98.8	278	1	

It is worthy of note that all the trophies in the above speed contests have been won by writers of either Isaac Pitman Shorthand or some modification of same.

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The American Penman

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THIRTIETH YEAR

NEW YORK, JULY, 1913

NUMBER FOUR



A Monthly Journal Devoted to the Interests of Penmanship and Business Education
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Boys Throwing Stones at Picnic Cause Terrible Accident

The following from the Butte (Mont.) *Miner* of May 12, describing a shocking accident to a penmanship teacher, should be read by every schoolboy in the country:

"Tragedy halted the celebration of Gallatin Country high school's track and debating victories today, when a stone hurled from one of the cliffs in Bridger canyon by a student struck Miss Ruth Swenson, one of the teachers, on the head, crushing her skull. Late tonight she had not regained consciousness and her injury may prove fatal.

"To complete the jollification over the victories of Gallatin at Missoula, the school was dismissed today and the entire student body and faculty went to Bridger canyon for an all-day picnic.

"At 2 o'clock this afternoon a party of a half dozen, of whom Miss Swenson was one, was walking along the stream at the base of the cliffs. Above them and unconscious of their presence a venturesome party of boys climbed and was hurling stones down at the stream. They could not see the path nor the strollers beneath. The first warning came when a huge stone, weighing five pounds, struck Miss Swenson on the head, and she was hurled unconscious almost into the stream.

"Companions hurried her to Bozeman hospital, where an operation followed. Five bits of bone about the size of half dollars were removed from the skull. Miss Swenson is a teacher in art and penmanship at the Gallatin Country high school. Her home is in Cresco, Iowa, and this is her first year in Montana."

Dr. Andrew S. Draper and the Work of Commercial Schools

The late Dr. Andrew Sloane Draper, New York State Commissioner of Education, who died on April 27, will not be forgotten by those of the Eastern Commercial Teachers' Association who heard his address at the convention in Albany in April, 1912. He spoke in the Assembly chamber of the great State Capitol. He said:

"A very considerable number of children do not finish grammar schools. For these the private commercial schools are a great refuge. You commercial teachers who care for the education of these are doing a splendid work for the nation."

He said other things, quietly, earnestly. He was a man who saw big things all the time and grew to have the manner that comes from intimacy with large affairs, big forces, great movements. He spoke the paragraph quoted above as if everyone present fully appreciated the great cultural, humanitarian work that is carried on by the 3,500 private commercial schools of the nation.

There are 20,000,000 under the age of twenty-one years in the United States. For these the educational machine is designed. Necessarily it must go on steadily, a machine, not stopping to pick up fugitives. How many thousands—hundreds of thousands—drop out, because of illness, poverty, waywardness, and a hundred reasons? And when, later, the fugitives are ready to again take up the work—when they are hungry for knowledge, where shall they go? The public schools are barred, in fact, to them. Only the private commercial school welcomes them. It is but a limited, utterly trivial view that any commercial schoolman takes who is satisfied to class himself only as a "vocational" teacher in the usual sense, or to envy the "cultural" teachers. What nobler cultural work in education can anyone know than this work of caring for the fugitives, prodigals, lost lambs?

Dr. Draper saw this. More big men will see. In the long battle for righteousness, for the uplift of all, there will be glory for the commercial schoolmen.

Large Number of Examinations for the American Penman Certificates

During the last five weeks the members of THE AMERICAN PENMAN staff have been overwhelmed by the unprecedented large number of examinations that are being submitted for THE AMERICAN PENMAN Certificate of Proficiency.

The business of examining and reporting our decision on specimens and the work of engrossing, signing, sealing, and mailing the Certificates involves a great amount of detail, so that often there is a delay of several days in forwarding the Certificates. We have, however, succeeded very well, and Certificates have been mailed out very promptly. Only in a few instances have we been unable to send them out in time to be received for commencement exercises.

We regret having to disappoint even in these few cases and trust that our patrons will co-operate with us in the future, by sending examinations in early, and allowing us sufficient time for reporting results and forwarding awards.

How many of our readers have heard of the National Home Products Association? Not many. Yet we all know about the men and women in thousands of localities who do work at home and try to sell their product through "exchanges." Read "The Rise of Mary Ford" in this issue.

Shall the American Penman Publish Only Penmanship Articles?

Symposium on the Question of Future Policy

It is no fiction nor euphemistic exaggeration to say that THE AMERICAN PENMAN belongs, in fact, to its subscribers. In law, it is owned by its publishers. But it is utterly valueless to them if it does not represent its subscribers and meet their wishes. We believe that there is no publication in the United States so thoroughly representative of its readers as the PENMAN, nor is there any publishing concern with a greater desire to meet the wishes of the majority of its readers. Necessarily, there must be differences of opinion among the readers, and, unlike the actual practice in much of our public and private business affairs, the minority opinion must be given representation.

For many years the PENMAN devoted much attention to commercial educational subjects outside the strict boundaries of the field of Penmanship. Naturally, the great mass of correspondence between readers and editors of the magazine has to do with Penmanship. This has been, obviously, because Penmanship, carrying as it does such a large personal element, and being the one subject which calls for large photographic illustration, arouses the personal interest of a larger number than do the other subjects. It is very easy for the editors to know whether or not the penmanship articles and illustrations are satisfactory to the readers, for penmen have always been persons of quick and firm convictions and not backward about expressing their pleasure or displeasure.

But the editors have not had sufficient light to tell whether or not the articles on other educational subjects—English, Commercial Law, Accounting, Commercial Geography, Political Economy, etc., have appealed to a reasonably large body of the readers. It is true that some enthusiastic penmen—and all successful teachers of penmanship are enthusiastic—have frequently expressed the opinion that the magazine would be more truly representative if it eliminated the articles on all subjects except penmanship.

Before deciding definitely upon a new policy, the editor of the PENMAN wrote to a list of proprietors and teachers of private business colleges, and to principals, teachers and supervisors of public and parochial schools, asking for a frank expression of opinion upon this question. The list was selected with the purpose to get the consensus of all sections and of all kinds and classes of commercial schoolmen. The answers indicated such keen interest, and contained so many valuable suggestions, that the staff of the PENMAN urgently desired to have them printed so that all our readers might learn the opinions of these teachers in all parts of the nation and in Canada:

MANCHESTER, N. H.

The articles that you have been publishing in THE AMERICAN PENMAN, particularly English, Higher Accountancy, and Commercial Law, are in my opinion very helpful and articles that most of the business college students particularly need to read and study.

I feel confident that the students in this school who take THE AMERICAN PENMAN read these articles, especially those on Higher Accountancy and Commercial Law. I have frequently called their attention to these articles, pointed out to them the value of the same, and urged them to carefully read each month. I know that most of the students have done, and are doing this, as they frequently speak to me about these articles or some point therein, and I believe that you would serve your best interest by continuing to publish them.

I think you should give your readers more articles on Higher Accountancy, Commercial Law, and English, as I believe that these subjects are of greater benefit to the majority of your readers than the space devoted to ornate penmanship, engrossing and flourishing.

Of course, as the paper is principally devoted to penmanship, these branches of ornamental penmanship, engrossing, etc., should be covered; but I believe you will admit that these things are of comparatively small importance to the business college students, and I judge that the greater portion of your subscribers are today business college students instead of professional penman. Therefore, I trust that you will continue to give us these serial articles on these subjects for another year.

N. H. ROBERTS,

Bryant & Stratton Business College, Manchester, N. H.

ALLENTOWN, PA.

I have taken a vote of the subscribers to your paper in my department on the question you ask and find that the students are almost equally divided: a few more than half favor the discontinuation of the articles on the different subjects. The new subscribers nearly all voted to continue the different articles. Personally I would like to see more writing, but higher accounting and some of the other subjects are also interesting to me.

GEO. W. ZIMMERMAN,

Allentown (Pa.) High School.

LOUISVILLE, KY.

THE AMERICAN PENMAN is one of the very best periodicals devoted to penmanship and allied business branches. The serial articles are a source of information. You call there, as it were, the best teachers and most experienced men to your platform to give us valuable information and experience. And there is a variety and a spice in the A. P. that makes the periodical interesting reading. I don't know if there is a want to be filled or a feature to be improved.

Are these treasures appreciated, i. e., utilized? The tendency nowadays is get rich quick, not patient toil. It's all too much play and not enough work. It seems that with the era of electricity, the law of least resistance has become general.

But we must not lower our standard to such tendencies. Education stands for high ideals. The standard of THE AMERICAN PENMAN is up to anything that is modern and good in business education, and I hope therefore that this ideal will never be lowered.

BRO. F. XAVIER,

St. Martin's School, Louisville, Ky.

MOOSE JAW, SASKATCHEWAN

I am very well satisfied with the present plan. I do not favor leaving out other matter and devoting the magazine to penmanship alone. The articles on the various branches of commercial education are very helpful to me as a teacher, and I believe those features appeal to the student—make the PENMAN more valuable to him as a business magazine.

W. I. THOMAS,

Western Business College, Moose Jaw, Sask., Canada.

LIBERTY, MO.

Do I ever read the articles on English, commercial geography, higher accounting and commercial law? To make an honest confession, I must say that I very seldom do. I cannot recall a time when I have read an entire article on English or higher accounting. I enjoy the articles on commercial geography and commercial law when I read them; I always enjoy the pictures. If you are to make a change, I should prefer more penmanship. This is especially true with those of us who use the PENMAN as a text-book for the students' use in the class and at home.

E. W. SWANK,

William Jewell College, Liberty, Mo.

NEW YORK CITY

I should say that the serial articles add spice to the paper, and that many of the students and a greater number of teachers use them as relaxation during the writing practice. At the same time they serve to revive knowledge that lies dormant.

If suggestions are in order, I think the Students' Page, containing original copies and the later improvement, is an inspiration to the student learning to write. I use these copies in my class and find the students anxious to excel the progress made by previous students. I am enclosing herewith a list of twenty-eight subscriptions.

J. R. KING,

The Packard Commercial School, New York.

WAHOO, NEBR.

I would like to see THE AMERICAN PENMAN contain nothing but penmanship, penmanship drills, and work in the penmanship line.

I have talked to my students who are subscribers to the Journal and they are of the same mind. The articles on English, commercial geography, higher accounting, and other subjects of which you speak, do not interest them so much as penmanship. Taking the view that I do of the Journal, it may be that I influence them in this way.

A. J. NEILL,
Luther College, Wahoo, Nebr.

EVANSVILLE, IND.

After asking our students if they read the serial articles of the PENMAN, I find that about 50 per cent of them do. I read everything and often wish that the paper contained more on business lines. I find that some of the discussions seem difficult and foreign to many students, until they get into the advanced work. If I were going to teach penmanship I would use THE AMERICAN PENMAN and I would be satisfied if it contained nothing else.

M. M. PARKER,
Draughton-Porter Business College, Evansville, Ind.

SANTA MARIA, CALIF.

Replying to your form letter of April 26, will say that I put the question contained therein to a vote of my class, and the vote was unanimous that the articles upon educational subjects should be continued in THE PENMAN. I shall only add that I enjoy reading them myself, and find many things in them of great benefit to the pupil who is anxious to make the most of himself along the line of a capable office man or woman. I would therefore say, "Let the good work go on."

C. W. KITT,
Director of Commercial Department, Santa Maria
(Calif.) Union High School.

CLARKSBURG, W. VA.

I like the present "make-up" of THE PENMAN very much. I would suggest, however, eliminating the department on higher accounting, as it is too advanced for the average student. The space it occupies could be used to better advantage, I think. The commercial law department is good. I believe it would be both interesting and instructive if you would print each month specimens of actual business writing—writing done by expert accountants and bookkeepers. Something in the way of specimen pages from ledgers, cash books, etc., would be good. A different line of business could be represented each month. However, I like the A. P. mighty well as it is. Its lessons in business writing are splendid.

B. I. VAN GILDER,
Principal Commercial Department of West Virginia
Business College, Clarksburg, W. Va.

WARRENSBURG, MO.

I should be greatly disappointed if educational articles of THE AMERICAN PENMAN were discontinued. I have gotten a great amount of assistance for my teaching from these monthly articles.

One of my students said to me, after receiving his first number of the PENMAN last winter: "That is a much better paper than I ever thought of it being, and so much in it along other lines. I find it very helpful in my economics department."

Another said: "The PENMAN Magazine is one of the best little papers I have ever seen. You get enough penmanship to pay for the subscription and then there are other subjects in it which makes it very valuable to any student."

H. G. ELLIS,
State Normal School, Warrensburg, Mo.

PHOENIX, ARIZ.

Our students have made considerable use of the lessons on English, commercial geography, higher accounting and com-

mercial law, but, of course, the penmanship lessons are by far the most important. In securing subscriptions for THE AMERICAN PENMAN, these series of articles appeal to the student to a considerable extent.

I do not believe we have out of the 100 subscribers more than five who read all the articles, but nearly all of the subscribers read some of them. Thus, these articles probably assist teachers in securing subscriptions.

Had it not been for the small-pox "scare" in December, and the spinal meningitis "scare" in March, I have no doubt but what we would have been able to send you 125 subscribers and possibly 150.

E. M. LAMSON,
President of Lamson Business College, Phoenix, Ariz.

KNOXVILLE, TENN.

I consider the subjects on commercial education as given in THE AMERICAN PENMAN of vital importance. I get just as much good and take just as much interest in the other subjects given as I do from the subject of penmanship. I spoke to my class and they were of the same opinion as myself.

O. F. TYNES,
Knoxville (Tenn.) Business College.

VERNON, TEX.

As for my students and I, we prefer more penmanship copies. I am teaching penmanship from THE PENMAN altogether now, and I find that my students make greater improvement, and do not become discouraged with their penmanship. Articles on penmanship meet their approval, in fact, anything concerning penmanship will attract their attention quicker than other subjects.

C. S. FLIPPO,
Manager of Vernon (Tex.) Commercial College.

OKLAHOMA CITY, OKLA.

I think that the students and teachers fully appreciate most of the articles published in THE AMERICAN PENMAN, especially salesmanship, commercial law, business English and arithmetic.

J. E. BATES,
Draughon's Business College, Oklahoma City, Okla.

ESTHERVILLE, IA.

Frankly, I think you would make a mistake to discontinue the articles on educational subjects, such as commercial law, English, higher accounting and commercial geography. I find that my students receive a good deal of benefit from these articles, and I also find that most of the students read them. I also use them in class work a good deal.

H. C. BROWN,
Principal of Estherville (Ia.) Commercial College.

SCRANTON, PA.

I am rather of the opinion that the educational subjects are not read a great deal by the students. I believe that the space would be better occupied with specimens of penmanship.

J. N. SMOOT,
The Commercial Institute, Scranton, Pa.

GREENVILLE, S. C.

I put the matter before my penmanship class. Fully 90 per cent of the class suggested that the magazine would be given more attention if extra good courses in plain business writing were given from month to month. A very small per cent read the business articles, and a still smaller per cent pay no attention to the ornamental copies.

I believe this is a proper way of reaching a decision with regard to the betterment of THE AMERICAN PENMAN. For myself, as a teacher, I think it will be very interesting to conduct lessons in ornamental of a very high grade, and a social department so as to enable members of the profession to keep in close touch with each other.

PAUL O'HARA,
Draughon's Business College, Greenville, S. C.

(To be continued)

The American Penman.

Bookkeeper's Specimen Page, by J. G. Steele, New York.

This is actual daily desk work. It is not specially prepared for copy. This style should be an inspiration to the bookkeeper or clerk. To those who attain it, clerical work is a pleasure.

Summary

		Due		Past		Paid	
May	2	B. H. Gunn & Co.	2462 24				
	4	G. H. Brown		1674 29			
	5	Warren & Co				142 72	
	6	B. M. Jones	2421 14				
	7	C. B. Miller		184 62			
	9	B. C. Price	32 47				
	10	A. H. Wills	4721 84				
	12	N. J. King		29 42			
	14	L. M. Brown				14 61	
	24	E. M. Jones & Co.		186 27			
	27	R. J. Munn Bros				176 29	
	28	M. K. Blain		24 28			
	29	J. H. Frank				342 78	
			9647 69	2098 88		676 30	
		Palmer Methods		27864 25			
		Pens Nos. 4, 8, 9.		8627 92			
		" Nos. 5, 7, 8.		2462 71			
		Penholders No. 2		1462 29			
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Warrnot, Binot & Co.

Good Advice to Stenotype Operators and Shorthand Writers

Of all the necessary elements in the make-up of a successful Stenotypist, a knowledge of English is the most important. The successful Stenotype operator must know the meaning and derivation of words.

A very excellent teaching method has been brought to our attention by a school whose English teacher has obtained wonderful results in the study of words. Five difficult but commonly used words are assigned as part of the English lesson. The students are required to learn to spell these words, to classify them as parts of speech, to learn their definition and derivation, and to use them in sentences. These words, as well as all other words derived from the same root and of the same family are discussed generally in the class room. A lesson of only five words is not difficult to prepare, and the general discussion in the classroom tends to keep enthusiasm at white heat. The vocabulary of the average man is said to be fourteen hundred words. If a student will learn five new words each day, five days in each week, in a school year of nine months he will have increased his vocabulary nine hundred and forty-five words. In two years, at this rate, his vocabulary will exceed that of the average man. Such calculations are always striking. These illustrate how easily an opportunity for self-development may be utilized or neglected. Strive to make the student appreciate and take advantage of every opportunity. Teach him that in after life there are no regrets so piercing as the regrets of opportunities thrown away.

To pursue a course of Stenotypy without a knowledge of English is to build a house upon the sand. When the storms of experience in the commercial world come the house will fall. Build on the rock of pure idiomatic English.

The Stenotype Cauldron.

School Days Each Worth \$10 to Educated Boy

One of the mainsprings of poverty and crime is ignorance. The more education the less crime. Education is the helping hand that can boost the aspiring mechanic, the tradesman or the professional fledgling up the ladder of success.

The average earnings of a laboring man who lacks education is \$1.50 a day. He works, provided he has steady employment, perhaps 300 days a year. His total earnings for forty years would equal about \$18,000.

The educated man averages about \$1,000 a year. In the same length of time his salary received should have totaled \$40,000. A difference of \$22,000 in a lifetime is not to be passed lightly by. The initial cost of education is comparatively cheap when compared with the owner's increased earning power.

A boy spends about eleven years to get a fairly good education. There are 2,200 days in his school life. Dividing \$22,000, the value of an education, by 2,200 gives the value of a day in school at \$10. Good wages for a youth between the ages of 6 and 17.—Harris Lord in *New York Press*.

Past Mistakes and Present Opportunity of Business Colleges

By Thos. F. Campbell, author of "Campbell's Actual Accounting"

SOMETHING over a decade ago the business college ridiculed as amateurish the attempts of the high school to teach commercial branches. There was at that time ground for ridicule, but public school commercial educators persevered in the face of it.

Publishers saw the promising opportunity for the sale of books and made haste to encourage the development of public school courses in bookkeeping by the preparation of texts and practices graded to the average immaturity of the high school student, and adapted to the convenience of teachers who had no special commercial preparation, a class from which the first public school commercial teachers were largely taken.

Here the business college made its greatest mistake. Instead of refusing to follow the public school lead, as it did in the case of the vertical writing fad, the business college fell a prey to the idea of an easy course and cheap teachers, partly with the thought of more money for the proprietor, and partly with the idea of meeting the public school competition on its own grounds.

Why Public Commercial Schools Attract Pupils

No course of action could have been more short-sighted. Students were not attracted to the public schools at first by the *excellence* of their courses, but by the fact that they were free, and when the business college offered the same course, the student could see at once that he could get the same thing at the high school for nothing. Why pay for it? The business college was, therefore, left to draw its patronage from those who demanded a short course and from high school flunkies, neither source of supply being for the best interests of the business college either from the standpoint of the product or the profits.

A later resultant of this mistake is the growing difficulty all over the country that business colleges are having in interesting students in the bookkeeping course, at all, or in holding them for anything except a very elementary training, because young men are discovering that the business courses offered in these schools do not prepare them for anything except minor positions as bookkeepers, and they find shorthand a quicker road to as good a salary, and to a position that brings them into closer touch with the management and a better opportunity for promotion.

George B. Cortelyou is often pointed out as a man who gained a cabinet position through a knowledge of shorthand. It is seldom stated in that connection that if shorthand had been Cortelyou's only education above the grammar grade or high school, he would never have been selected for the position of private secretary from which he stepped into the cabinet. Except to one who becomes a reporter, shorthand is of value chiefly as a key to the door of opportunity, and is of little use to one who is not prepared to enter when the door opens. In itself it is of no more value than a course in mere bookkeeping. Both lead into a pocket, and a pocket with but little money in it.

Successful Men Know Business Thoroughly

Chester W. Burks, for ten years secretary of the Chamber of Commerce of San Francisco, and at present Secretary of the Associated Chambers of Commerce of the Pacific Coast, furnishes an example more directly to the point. His entire education above the grammar grade consisted in—a course in shorthand? Yes. A course in bookkeeping? Yes. But above and beyond both of them—in a thorough course in BUSINESS. His shorthand secured him a position as private secretary to the president of the Chamber of Commerce; his bookkeeping he has never had occasion to use; but his course in BUSINESS that was interwoven with his course in bookkeeping was so thorough that when the secretaryship of the Chamber fell vacant, the president nominated him, a mere boy, scarce turned twenty-one, to a position that (as everyone familiar with its duties knows) is the very center and life, virtually the management of the Chamber, and that carried a salary nearly ten times his salary as a stenographer. Did he

have a "pull"? Yes, the "pull" that trained ability always has in business. Beyond that he was a country boy with no more influence than sufficed to secure him his first position.

It is specially worthy of note in this connection that the complaint of a declining commercial course comes entirely from schools where the old-time "offices" have ceased to furnish any part of the course of study, but have been taken out, or are standing dust-covered, a receptacle for the half-used books of students that have dropped out from loss of interest; while schools that have maintained their office practice and strengthened it and endeavored to keep it alive and up-to-date are still enjoying the same old-time, well-filled commercial departments, and are having no trouble in placing their graduates in positions that lead more directly to promotion than any shorthand position, because the BUSINESS TRAINING prepares for the promotion.

Business Colleges Must Turn Out Efficient Men and Women

Here then is the opportunity of the business college. Business is not demanding fewer bookkeepers but *better* bookkeepers. The demands of business upon the accounting force of any concern are more practical and more strenuous than ever before. A large part of the bookkeeping work that was formerly done by the business college automaton is now done by machinery, but the demand for efficient management for the machines is greater than the old-time demand for mere bookkeepers; and efficient management in any line or in any department demands brain power, and brain power cannot be developed by theory any more than muscular power. Even as I write, a department manager comes to my desk asking that I refer him to a young man who—is a stenographer? yes, but who has also sufficient brain development to enable him to handle a business intelligently for a week or two at a time in the manager's absence.

The business graduate of to-day as he comes out from a majority of our high schools and business colleges has had no training for any such responsibility; and when for lack of it he has to commence at the bottom in the business world where he has no opportunity to use his course in higher accountancy until he has been in the business long enough to forget it and learn it over again as he climbs the ladder, is it any wonder that he thinks that the first two or three months of his bookkeeping course is all that had any value for him, or that he recommends "the less bookkeeping the better" as the most desirable course for any of his friends?

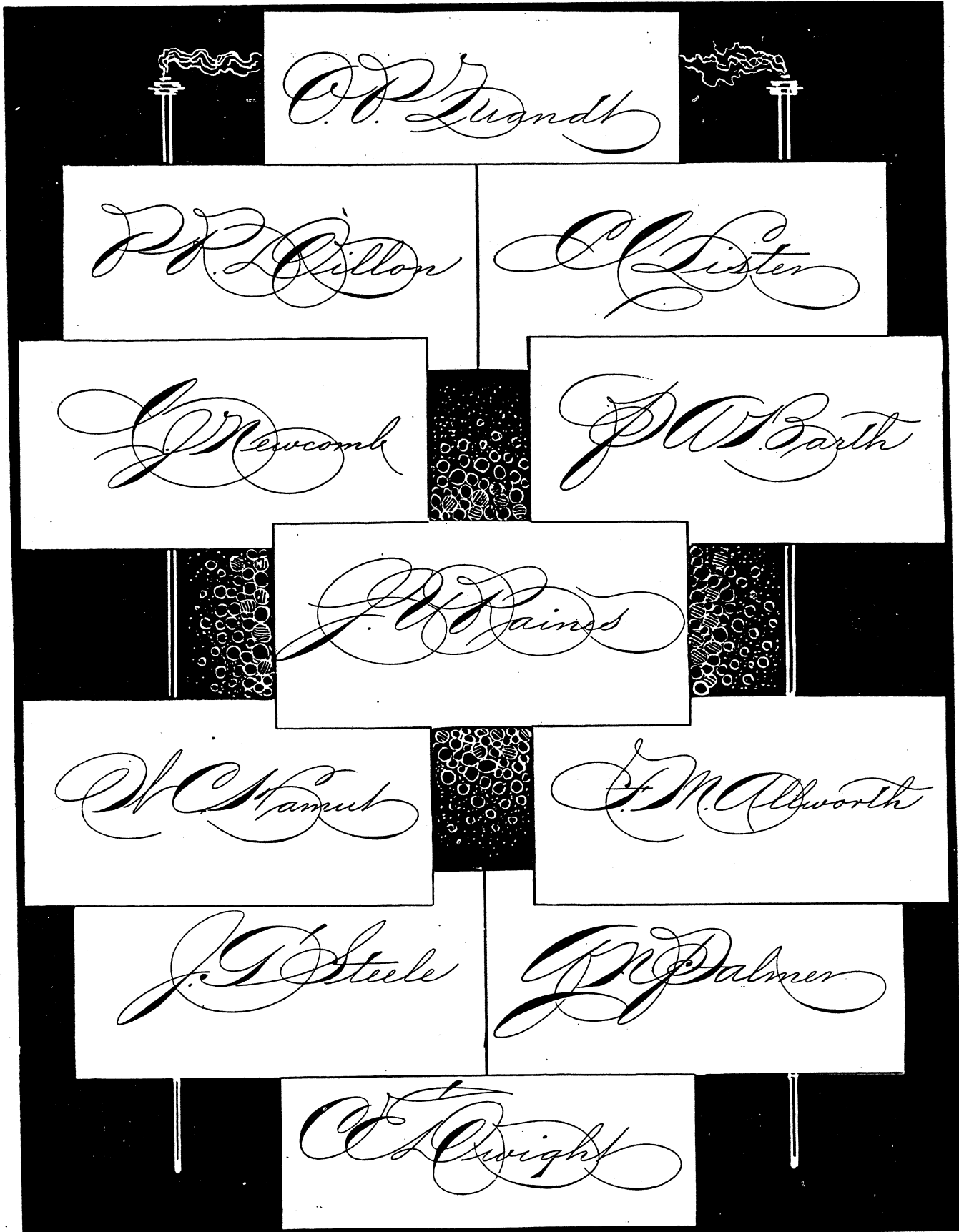
A Call to Business Colleges—Wake Up!

Let the business school that aspires to be anything more than a school of shorthand wake up and look about. What means the demand of business for men who can do things? Only this, that the schools are not furnishing them. What means the fact that more than two hundred business corporations are maintaining special training schools for their employees? Only this, that other schools are not supplying the training, much of which might be profitably offered in any good business school. What means the fact that within the last few years schools of auditing and accounting have been springing up all over the country, residence schools, correspondence schools, and Y. M. C. A. departments? Only this, that business colleges are not supplying the demand. What means the dwindling commercial departments of many, very many, business colleges? Only this, that *their courses of study are not fitting men for business*. This is the effect of their *MISTAKE* in taking up weak courses of study some years ago, while in the demand of business for *BUSINESS TRAINED MEN* lies their *PRESENT OPPORTUNITY*. Will they embrace it? What are you going to do about it—*IN YOUR SCHOOL?*

[Next month we will present another paper from Mr. Campbell on "Possibilities of the Business Practice Course, or How to Embrace the Opportunity.—Ed.]

All the States in the Union except Nevada and Arkansas have definitely organized State committees for the Fourth International Congress on School Hygiene, to be held in Buffalo, August 25-30.

Card Writing on Designed Background, by S. E. Bartow



Higher Accounting

By H. Winfield Wright, LL.B.

Strayer's Business College
Philadelphia, Pa.

Costing

(Continued from last month)

THE General Expense is handled identically, e.g., When the figure of General Expense is found to be, say, one-fourth of the total outlay in respect of Productive Labor in the plant, it is likewise immediately clear that 25% of the cost of the productive work on each job should be added to take care of, or to cover, General Expense.

Referring to our discussion under the heading of Manufacturing Real or True Cost (March number), we will, using the same outline, show the Manufacturing Cost of a job completed in, say, the Blacksmith Department, on which the Productive, or Direct, Labor Cost is, let us say, \$200:—

Direct Labor	\$200
Material	90
Factory Expense at 20% (Direct Labor).....	40
Factory Cost	330
General Expense at 25% (Direct Labor).....	50
Manufacturing Cost	380

This gives us some idea of the Percentage Method. Although criticised by some accountants, who have succeeded in locating a few minor flaws, it to-day stands first, however, in the estimation of our ablest authorities. It stands as the clearest and best solution of the Expense Distribution problem. The manufacturer who is always willing to be swayed by results and sound argument, offers the following arguments in its favor:

(1) Any manufacturing plant can use it in all its departments, thereby insuring desirable uniformity. One method used throughout the plant is better in every way than two, or more.

(2) The entire system is based on actual figures, which are easily taken off the regular books of account and which set forth true facts.

(3) The fact that there is a total absence of estimating and guesswork, appeals to all practical manufacturers.

(4) The best way to judge of the future is to measure it by the demonstrated facts of the past. A rate that has not wavered materially during the past six months is reasonably sure not to waver during the next month at least.

(5) This system actually distributes. Theory does not here prove unreliable in practice.

(6) If it is found that factory conditions are undergoing a change, the rate may be changed commensurately to distribute the increased, or decreased, figure of Expense.

(7) The Percentage Method materially lessens the work of the Cost Department. In the instances of the Laborer-Hour and Machine-Hour plans, two, or three, times as much work is required of the cost accountant. In the up-to-the-hour factory, where hundreds of job orders are daily handled, the Percentage Method is most appreciated.

(8) Percentage figuring can be done easily and rapidly. It often resolves itself into an instantaneous mental calculation. Were hours recorded, as they are in the other systems, along with their inevitable fractions, the work would certainly be much slower.

(9) It is based upon the Direct Labor cost—the most reliable element of cost to employ as a basis. Why? Because the figure of Expense fluctuates in direct proportion to the outlay in respect of Direct Labor. The Percentage Method is therefore the most equitable.

(10) Having been endorsed by our foremost factory accountants and efficiency engineers, it is being installed, as the most satisfactory scheme for distributing Expense, by the largest factory organizations.

(11) It brings the best results, being founded on hard-headed common sense, and, being so simple, it requires the employment of the latest machinery to operate.

Exemplification of the Percentage Method

Before we offer any examples and draw up the necessary forms, it may be the proper thing to run over in our minds just what Productive Labor embraces, and also to note what constitutes Expense or Non-Productive Labor.

Productive Labor

The product of the plant, which we have often referred to as Production, and which is put on the market for sale by the manufacturer, is the source of the organization's income. The figure of wages paid those workmen who are engaged directly upon Production, or upon the productive output, will be hereafter captioned Productive Labor. We have mentioned before that the productive output, i. e., Production, is always in direct proportion to the amount of money paid for Productive Labor. Reduce the number of workmen along with the weekly wage outlay and instantly we cut down the volume of output. Engage more direct laborers and the output is increased commensurately.

Non-Productive Labor

All other labor, although vitally necessary to keep the undertaking up to dividend-paying efficiency, is Non-Productive Labor as it is not closely regulated by the quantity and quality of the output.

Length of Period for Comparisons

As it is often found that some out-of-the-ordinary happening occurred during, say, every third month, entailing an extraordinary expense outlay, it is deemed better Costing to let the period for comparison cover at least six months. It has been ascertained that a comparison of the results of manufacturing covering six months, or more, will afford rates much more equable and nearer the true status of affairs than a comparison made of the results of a more brief period.

Expense and Production Cost Binders

It now seems apropos to mention and outline a convenient and much used scheme for keeping the records of Costing:

As the Production Cost and Manufacturing Expense have been differentiated thus far, they should be kept separately. This will render the figuring much easier, when the time comes for Production to absorb Manufacturing Expense. Let us call one of these records,—which should contain all of the Non-Productive Cost data,—Manufacturing Expense Binder No. 1, and the other,—which should contain all of the Productive Cost data,—Production Binder No. 2. The first mentioned binder furnishes almost all of the data, the entries being made in the latter, when the period for the distribution and absorption of Manufacturing Expense arrives.

(To be Continued)

"The greatest waste in education is not bad teaching," said a speaker at the recent meeting of school superintendents, "but teaching things the twentieth century does not need."

Mr. F. B. Courtney, the well-known wizard of pen, pencil and chalk, is conducting a prosperous correspondence school at Detroit, Mich. Professional penmen as well as beginners find it is worth while to practice under the direction of Mr. Courtney.

Autographs of Living American Statesmen, collected by W. A. Lindsey, Principal of
Commercial Department of Hiawatha (Kans.) Academy

Woodrow Wilson
1912

Sincerely yours
J. M. Stephens
Nov 19/1912

T. Roosevelt

Wm W. Johnson

W. J. Bryan

Sacramento, Cal.
Nov. 18, 1912.

Thos. R. Marshall

Yours Truly
Champ Clark

H. H. Hudley

Officers of the Mid-West Palmer Penmanship Teachers' Association

(ANNUAL CONVENTION AT CEDAR RAPIDS, IA., August 1 and 2.)



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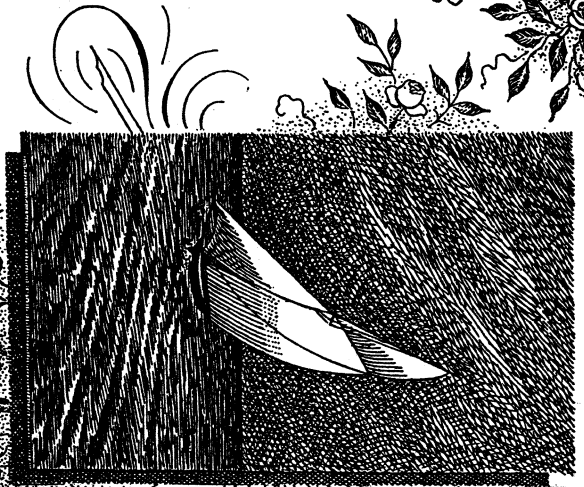
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TREASURER
AMANDA HJORT
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*It is better to sail life's craft
 Where waves beat
 Better than to tempt and the wild
 wind free
 Than to drift on a stagnant
 sea."*

No. 4. Art Penmanship by C. C. Canan

That Horse Deal Lawsuit (Concluded)

Having brought an action against Brown for the \$100.00 he owes you for a horse, obtained service on him (official notification to him that he is sued), it is now Brown's turn at the bat.

Let us go with Brown and his attorney and overhear their planning for defense:

Brown and His Attorney Confab

Brown. How can I get out of paying that?

Attorney. Well, if you were under age, you could file an answer taking advantage of your minority. It would read like this: "Defendant for answer alleges that at the time of the alleged transaction, he, the defendant, was of a less age than twenty-one years, and," etc. But, you can't plead minority, because your looks would be against you and other reasons.

Brown. What other defenses would there be?

Attorney. If you could prove the horse was bought so the debt fell due six years before the day they brought action against you, you could plead the statute of limitations. In that case your answer would be like this: "Defendant for answer alleges that the said debt was not contracted within the six years next preceding the date of this action as by law provided."

Brown. If I couldn't do that because he can prove the sale of a later date, what else might work?

Attorney. Well, there's always fraud and lack of consideration. Now suppose A. Teacher, who sold you the horse, never owned the horse at all, and the real owner claimed the horse, as he could. In that case you would have a defense of no consideration, as well as fraud in contract.

Brown. Anything else?

Attorney. Yes, there's fraud and breach of guaranty. Now, didn't A. Teacher guarantee the horse sound and free from all defects?

Brown. Sure, sure, he guaranteed the horse to be sound, to have three white feet, and good eyes, and to weigh 1,600 pounds. The horse weighed only 1,200 and had only two white feet and was blind in one eye. There wasn't anyone else there when the sale was made, and my word ought to be as good as his."

Attorney. Just a minute. Did you see the horse, or was it where you could see it with reasonable diligence before trading?

Brown. Yes.

Attorney. Then part of that won't do. A guaranty won't be considered in law as binding against a defect easily to be observed or discovered by the ordinary man who would use ordinary diligence in inspecting the article being bought. It holds against a hidden defect; or, also, if the article was not where it could be inspected and the purchaser relied honestly on the guaranty alone.

Brown. Well, then, how about fraud?

Attorney. Now, if the horse had had glanders, or say a heart disease known to A. Teacher, and he guaranteed it sound, we might be able to do something. What became of the horse? Did it drop dead—that is—could you show it dropped dead, or was it killed because it had glanders?

Brown. I'm afraid I can't work any of that. They'd bring up the man I sold it to and disprove it. Anything else?

Attorney. I don't suppose you've had any dealings along from time to time with A. Teacher, so there might be something due you?

Brown. No, never had any dealings before. But what's the game?

Attorney. It's like this: if you had a claim against him it could be used as a set-off against the hundred dollars he's claiming against you.

Brown. Wait a minute. What kind of claim would it have to be, open account, note, or what?

Attorney. Any claim we can make look valid and due.

Brown. Say, I have it. Old Dock Fake has a note for a hundred against A. Teacher. It was given to the doctor, who guaranteed to cure A. Teacher's boy of a bad spine. Now, the Dock tried to see it to the bank, but they wouldn't take it. Why couldn't I get that note and use it as a set-off?

Attorney. The following conditions would have to be present in the transfer of the note to you. First, it would have to be sold to you for value received—a reasonable value would do—and if in a trade where that value would not be easily measured with accuracy, it would work. Second, it must be bought in the ordinary course of business and without any notice or knowledge on your part that A. Teacher had a reason for not paying it. Last, it must be bought before the note is due. In other words, you would have to be what the law calls a bona fide holder for value.

Brown. I can fix that all right. Dock and I had a trade some time ago before the note was due, and I got the note in the trade as boot. Didn't know there was anything wrong with the note. You leave that to me and Dock. He may have forgotten all about it, but I'll go over and refresh his memory by about fifty dollars. That will leave us both fifty ahead.

Attorney. You'll have to find out one thing. See that Dock hasn't done something like sending notice to pay, to show he had the note at maturity.

To the Commercial Law Student

Brown arranges the fake purchase of the note as indicated to constitute him a bona fide holder for value. He uses this as a set-off in the case. Which wins, assuming Brown able to prove his contention?

By J. F. Siple, Cincinnati, O.



The Rise of Mary Ford

By Philip Robert Dillon
(Copyrighted by The Author)

A Modern Business Story Telling of a New Way to Make Money

WIDOW FORD finished setting the supper table, and stood pensive in the little dining-room, staring down at the patch of sunlight on the rag carpet. The January sun had burst from behind the cloud bank and seemed to speak a message of cheer at the end of the dull gray day.

She moved to the window. Over yonder on the hill behind which the sun was sinking, the white stones of the cemetery made the salient feature of the landscape. Motionless, she looked long at the field of white stones, growing whiter in the gathering darkness.

"Hello, mother! Supper ready?" The robust young voice burst in the door simultaneously with the slim muscular young man, but his frank blue eyes in the instant shot a quick look at the woman near the window—"There, there!" he called softly going straight over to her, and winding his arms about her, "you've been looking at that cemetery again!"

She wiped her eyes with her apron, saying:

"Austin, don't you know it was one year ago to-day when we laid him over there?"

"Yes, mother I know. I don't forget my father, but he wouldn't want you and me to keep a-mourning for him. I sometimes think he looks at us and tells us to cheer up and keep our eyes open—and that reminds me"—he was hanging his hat and overcoat on the rack—"I'm hungry."

Instantly she became her normal practical self. In a jiffy she was laying the hot supper, while her son was busy with the wash basin in the shed behind the kitchen. He came in rubbing himself with the towel—

"Mother, do you remember those jars of wild strawberries you put up last spring, and we had them on the top shelf of the store when we sold out and Barlow bought them for almost nothing?"

"Yes. What about them?" surprised.

Austin set his teeth and his eyes snapped—"To-day I delivered ten of those jars at Judge Wainwright's house and Barlow charged \$2 apiece for them! Think of it—\$2 apiece for them, and he paid us only a few cents, and he pays me \$8 a week to run his delivery wagon! I hate him!"

"Don't say that, Austin! He is your employer and is a good business man. I had no idea my strawberries would bring such prices."

"Everything you put up—fruit and vegetables—he sold for more than five times what he paid us! Why, mother, I could go out and sell all the fruit and vegetables you could can and we could make money—I know it!" enthusiastically, and then he added bitterly—"But Cyrus Barlow wouldn't let us do it. He'd foreclose the mortgage the minute we started. I've got to keep on working for him and pretending I'm satisfied, because he's got a club over us—but I'll get even some day!"

"Now, Austin, you are not fair to Mr. Barlow; he has been kind to us."

"He's a hypocrite! Just because he's president of the bank and owns the only big general store in this section, and holds a thousand dollar mortgage on our home. I ain't blind to how he squeezes the poor of this town. Don't I know how he ruined father's business? If I could pay off the mortgage, I'd show him something, you bet!"

The widow's blue eyes—so like those of her son—sparkled with pride of her boy, and then softened. Quietly she said:

"I should be sorry to know you bear malice toward your employer. Let us be patient and God will show us the way!"

The high-spirited boy quickly smiled and began his supper. With shrewd humor he remarked, "We'll keep on hustling while we wait for the Lord, eh, mother?" And suddenly he exclaimed—"Gee Whiz! this raspberry jam is great! Mother, you're a sure genius in the manufacture of jam!"

Long after her tired son was in bed, Mary Ford sat by the lamp sewing—for she added to their income this way, and indeed she had to do it in order to pay the taxes and interest on the mortgage. To-night she was filled with a new idea. Her needle worked automatically, and over and over she revolved the new idea which was born when Austin told her the preserved strawberries had sold for \$2 a jar. Her thoughts

went back to the time when the little home was purchased. It was her own money that had bought it, and likewise her money which had started the general supply business in this town of Bentley in the Ohio Valley. The business had failed and the home was mortgaged for \$1,000 to pay the debts.

She realized that her husband's failure in his business was but the climax of his failure in life, yet she loved him devotedly and had nothing but loyalty for his memory. She had had her misgivings about her husband's good-natured way of letting people have goods on credit, and his careless way of allowing perishable goods to stay on his shelves. She had willingly agreed to all he had done, because she thought that he, a man, knew better about such things than a woman could know. But now she recalled one thing that her husband had said to her more than once. The last time it was brought out by an insurance agent who had solicited her husband to take out a policy on his life, and had come to her and urged the matter on her as well. Mrs. Ford remembered what her husband had said—"Mary, I do not think we ought to do it. The sacrifice of having to keep up the premium will fall on you. It is for your benefit, but you will have in the end to pay for it by giving up even some of the little things you now enjoy. It's the woman that pays, and the little that you would get in the end, will not offset the daily sacrifice you would make now. And I know that if I were not here, you could make a better living for yourself and the children than I am now making."

Since then two children had died, leaving only Austin, who was now coming eighteen years of age and who was her only support since her husband's death—except for the little she earned by sewing. Still, they were not poor, in the strictest sense, as they owned the equity in their home. But Mary Ford came from that strong, purposeful New England stock which went first to the Western Reserve and later to the Ohio Valley. Her slender form and quiet, pale face did not indicate her latent physical power, a splendid inheritance from her ancestry, but the firm mouth and deep narrowing blue eyes were evidences of strength of will and judgment that never failed to impress observing ones. Hers was a temperament which demanded to do something purposeful. So now it was her natural impulse to seize hold of a progressive idea that came to her, offering her a good fighting chance to win wealth and honor in a business which had been conventionally suited to women for hundreds of years.

During the four years when her husband ran his little store, Mrs. Ford had put up many kinds of canned fruit and these her husband sold. It was this that he had in mind when he said she could easily make a living. And now, face to face with the danger that Cyrus Barlow would foreclose the mortgage and turn her out, she began to seriously consider how she might start in the business of canning fruit. Well she knew that Barlow would not allow her a free hand; he wanted no competition. She must outwit him, but no definite plan came out of her thinking this night. Yet over and over she repeated Austin's words—"Two dollars apiece for them!"

Indeed, the mental picture of those jars of wild strawberries held her like a fascination. It was late when she put away her sewing, saying to herself, "He will show me the way!"

CHAPTER II

A week later, Cyrus Barlow said to his clerk, Austin Ford: "Money is scarce and trade is poor. I'll have to cut your wages to \$7 a week until things pick up."

Austin was shocked. He stammered, "I don't think mother and I could get along on \$7 a week!"

Barlow, fat and cold, sneered: "Seems to me you and your mother put on lots of airs. I guess everybody in town knows I could turn you out if I wasn't sorry for the way your fool of a father squandered your mother's money."

Austin flushed. He gnawed his lips to hold back his anger. "Say," went on Barlow, "you tell your mother I'd like to do

a good turn for her. I'll buy that place of yours. I'll give you \$1,000 for your equity. It isn't worth it and nobody else would pay \$500 for the title and assume the mortgage, but I'd kind o' like to have the place because it's near mine. You ask her about it. You know the mortgage is past due."

Austin told his mother that night, and added vehemently, "He's got some skin game up his sleeve!"

"Tell him I will consider it and let him know in a few days," said Mrs. Ford quietly, her eyes narrowing, for quickly she had decided on a scheme of action.

Next day she went to Monterey, the county seat ten miles west of the cemetery hill, and called upon Melissa Brown, her school chum of bygone years who had married Attorney Lafayette Brown, of Monterey. Melissa was overjoyed. She cried:

"Lafe will be home for luncheon in a few minutes and he'll be delighted to see you."

"I came mostly to see him," confessed Mrs. Ford, smiling. And she told her friend about Barlow and Austin, and about Barlow's offer.

"That Barlow is a regular brute! I hope Lafe will fix him!" for she had a tremendous belief in the power of her husband to "fix" anybody he went after.

And in truth Attorney Brown was a man of consequence in Monterey and throughout the county. He was the attorney for the Monterey Building and Loan Association and other leading concerns. Just now he was taken up with the work of getting the right of way for a new railroad line which was to run through Monterey and touch Bentley. A station was to be built at Bentley.

He welcomed Mrs. Ford cordially and right away Melissa plunged into the story of Barlow and ended with the adjuration, "Lafe, you just fix that old scrooge!"

Brown said indulgently to his wife, "My dear, I'd fix him in a minute for your sake, but you must not forget he is a powerful man and president of the bank over at Bentley. Besides, I am dealing with him now about a piece of property for our new station at Bentley."

"I wouldn't buy his old property!" exclaimed Melissa. "Why don't you buy Mary's place?"

A cool man was Attorney Brown, but his eyes opened wide in surprise and admiration, "You'd make a fine lawyer!" he said impulsively to his wife, and she was mightily pleased.

Mrs. Ford asked: "How much does Barlow ask for his piece of land?"

"Too much. He wants \$6,000."

"Yet he values my piece at \$2,000, though it is bigger than the plot he wants to sell you!"

"Will you sell to him?" inquired Brown.

"Not if I can help it, but he may force me to his terms."

Brown got up, took a turn about the room, silently considering, while the two women watched him. He decided. He said to Mrs. Ford in a short business tone:

"On behalf of the railroad company, I offer you \$3,000 for the equity in your place and we assume the mortgage."

"I'll take it!" she said quietly.

"There!" cried Melissa, "I knew we'd fix that Barlow! Now we'll have luncheon."

But the matter of Barlow's mortgage required some delicacy in handling, for it was inadvisable to openly antagonize the banker just now, while the bonds of the new railroad were not all subscribed.

"Leave it all to me," said Attorney Brown, "and don't say a word to Barlow. I'll have the Building & Loan Company take up the mortgage and Barlow won't know what's behind it. But what are you going to do with the \$3,000 in cash that we will pay you?"

Thereupon Mary Ford confided to him the plan she had been evolving since Austin told about the canned strawberries. She would buy a few acres stocked with fruit and begin systematically the business of canning fruit and selling it.

"I feel certain that Austin and I can make it a success," she said, confidently.

Brown was not carried away with enthusiasm, being a conservative man. He said cautiously:

"It's all right if you can get a market for your home products. Can you compete with Barlow?"

Melissa put in quickly—"What does she want to stay over in Bentley for? Mary, you just come here near Monterey which is five times as big as Bentley and you'll be able to sell all you put up."

Again Brown looked admiringly at his wife.

"I had thought of moving to Monterey," said Mrs. Ford, smiling gladly at her chum.

Brown suddenly thumped the table—"I've got it—the very place! A client of mine has ten acres just on the outskirts of town; small house, but fairly good land and a good orchard and some small fruits. He'll sell for \$1,500. I'll take you out there now and we'll look it over. That's my motto—"Do it now!"

When the Building and Loan Company notified Barlow that it would pay him and take up the mortgage on the Ford place, he was surprised and disappointed, for he did not believe Mrs. Ford could meet the premiums on the loan, and he was looking forward greedily to owning the place himself. He suspected something, but Austin was close mouthed.

One day in early March, Barlow heard the rumor that the railroad had bought the Ford place for a station. He raged in impatience until Austin returned from a trip with the delivery wagon. He growled at the boy:

"Has your mother sold the place to the railroad company?"

"Yes," admitted Austin.

In a fury Barlow burst out brutally, "You git out o' here! Here's your wages an' I'll make it hot for you in this town. Git out!"

Austin grew white at the insult, but he contained his temper—for his mother had often warned him to be prepared for Barlow's anger.

He took the money, put on his coat and left silently. He felt a great relief when he was outside—he felt like a free man.

Two weeks later, on the day of the March equinox, Mrs. Ford and her son moved to their new home at Monterey. The home was all paid for, and they had \$1,400 to begin the spring season. Indeed, they were happy and full of determination.

Mrs. Ford's cautious business sense prompted her, right at the beginning, to test the sentiment of the countryside as to home canned fruit. So she and Austin, in the last week of March, solicited orders—she going only among her old friends.

Austin, with awakened enterprise, went to Bentley; and much as his natural instinct prompted open reprisal on Barlow by taking away Barlow's customers, his better judgment told him to solicit business quietly. Many Bentley people hated Barlow, but they knew his power and would have hesitated to openly oppose him in his business. If anyone wanted money at the savings bank, Barlow managed to convey the impression that it would be easier to get it if the borrower also traded at Barlow's store. Nevertheless, Austin succeeded in getting more orders than his mother had expected, for he was a favorite with the business men and housewives of Bentley—especially the latter, who had watched him grow up to be a straightforward, courteous and manly son. The women heartily wished him "Good Luck!"

And now Austin was able to satisfy a longing about which he and his mother had talked many times in the past two years at Bentley. He wanted a practical business education. Bentley was too small to support a business college, and only the most trifling attempt was made to teach bookkeeping in the public school. In Monterey was the "Progressive Business College," a small but thoroughly modern institution whose graduates were in high favor of the business men of the county. The principal was a magnetic man who put his enthusiasm into the driest subjects. He was a practical business man as well as a born teacher, and his pupils made no secret of their liking for him. Fortunately for them, he was obliged to do much of the teaching himself, having but two assistants.

This was the school Austin had longed for, but he could not travel to Monterey and back each day; there was no railroad nor trolley, and besides, he had to work days. But now he could attend the night school. He enrolled for a course in bookkeeping, and throughout the months of April, May and June, he devoted himself every night to his lessons and to penmanship practice. It was inevitable that a boy like Austin should arouse the strong personal interest of the principal.

(To be concluded next month)

Magdeburg, Germany, is to have a school for the special training of women and girls as shopclerks. The city of Berlin has already provided such training by means of a special course for salesgirls in the new continuation school.



How an Iowa Supervisor Conducts a First Grade Class

[The following lively and practical description of the teaching method used in the schools at Forest City, Iowa, was delivered as part of an address before the last meeting of the N. W. Iowa Teachers' Association, by Miss Anna Butcher, of Forest City.]

Now here are some of the things I used in the first grade.

We first have many relaxing and finger strengthening exercises. Play the hands are little wilted flowers. Talk to them about their writing machine. Tell them the main part is just in front of the elbow, the hand is a part and back of it all is the brain which must guide and direct this machine. Therefore, we must always *think* when we are writing or we cannot run the machine well.

Sometimes I say: "Children, show me your writing machine this morning" (children clasp right arm just in front of elbow with left hand). "Let us see how strong it is. Open, close, open close, one two, one two" (children open and close fingers). "Do you feel the little muscles move? That is a part of your writing machine. Place it on the desk. Roll, roll, round, round, etc. Now play engine—push, pull, push pull" (make sound like engine).

Do you use the expression, "doors open"? Those of you who do know how helpful it is and those who don't I want to tell you about it. Have the children make a little tent of the hand and on this side we want a door. Try to see what a nice door you can make and always keep it open when writing so that good writing can come in.

Sometimes I let a child in each row go up and down watching to see if every one has the door open and trying to be able to report a perfect row.

I think position and pen holding can be taught largely by imitation, and thereby avoid some of the tenseness caused by too minute directions.

This is our position song: (Tune—"This is the way we wash our clothes so early Monday morning.")

1. This is the way we sit up straight.
2. " " " " " place our feet.
3. " " " " " arms.
4. " " " " " take our pens.
5. " " " " " place our hands.

Repeat any verse you think necessary. Or during the lesson, if I see a child out of position, we begin to sing softly the verse that would apply to him which may remind others in the class who need it.

The race track idea is good in making retraced ovals. The points being that all must go around in the same direction. go fast, and keep in the track.

When making ovals we sing "Little-Bo-Peep."

For the push-pull exercise we sing "Jack and Jill."

Follow me to London (when making "l" loops).

Round and Round the House-top (for compact oval).

Song for two-count letters such as small o's in groups of threes:

(Tune—"One little, two little, three little Indians").

One little, two little, three little letters.

Four little, five little, six little letters.

Seven little, eight little, nine little letters.

Ten little letters "o."

Clip from magazines or drill books pictures of children in correct writing position, and paste on the desks of those who are forgetful about position. For lightness of lines see how many ovals can be made from one pen full of ink. Begin counting at the usual rate and as each child's pen goes dry he lays it on his desk noting the number of the count he stopped at.

Have pupils criticize their own written work on the following points:

- 1, Slant; 2, Spacing; 3, Finishing strokes; 4, Letter forms; 5, Quality of lines.

Good position and muscular movement should be required in all written work. Our slogan is Every Written Lesson Should Be a Lesson in Penmanship.

Now, if we have accomplished anything worth while in the way of better writing, in our schools, I think we owe it to constant watchfulness on the part of every teacher in requiring good position and muscular movement to be used in all their written work. Anything handed in that is not what the teacher considers the child's best effort must be done over again. You all know it is not the heroic, strenuous measures that are used spasmodically that brings the best results, it's the careful, constant steady aim that tells for good work. I say to the teachers: "Now with a long pull, and a strong pull, and a pull altogether," we'll accomplish this thing. Any of their written work is open to my inspection at any time.

The Palmer Method awards are a great help. We do not use the class time to write for these. That work is done after school and is not compulsory. I meet the pupils from the 7th grade Monday evening, 5th and 6th grades Tuesday evening, 8th grade Wednesday evening, and the teachers Thursday evening. This is for drill work and to give individual help on troublesome drills. Then the pupils write at home or in spare time in school. And here, teachers, is a problem solved: What to do with the boys and girls who get their work done before the others or prepare it at home? Let them practice their writing! Not aimlessly, but the next drill for them in whatever they are working for. Of course, they'll be coming to you and saying: "Are these m's good enough? Will these u's do? or, Will you help me with these A's?" And when they do, be tactful, be patient, be helpful in your criticisms. Try to show the child his mistake and how to overcome it.

Twenty-One Glaring Shortcomings in Our Public Schools, Pointed Out by a New York Superintendent

S. R. Shear, superintendent of the public schools of Poughkeepsie, N. Y., was invited to address the recent conference of teachers of the Second Supervisory District of New York, at Philmont, N. Y. He began his address by making twenty-one critical assertions or propositions, and later he discussed each fully, and invited the teachers to take issue with him or to express some enlightening opinion. A very interesting discussion resulted. Here are the twenty-one assertions, and they are free to all teachers who care to debate them:

There is too much slavish adherence to a text-book rather than to the subject itself.

There is too much teaching of subjects rather than teaching of children.

Too many details are taught and children have little conception of the great fundamental outlines of the subject under consideration.

Too many teachers mistake telling for teaching.

There is too little knowledge of child life.

Too little is done in the development of the perceptive faculties.

The gray matter of the pencil is too often substituted for the gray matter of the brain.

Children are not often enough thrown on their own resources.

Teachers do not seem to know when children know.

There is too much conventionality.

There is too little review.

Children regard study too much as a duty rather than a pleasure.

Teachers make too little preparation for a recitation. Not enough time is spent in teaching children how to prepare lessons.

Teachers have too little conception of how to make a recitation period count.

Teachers teach as they were taught, not as they have been taught to teach.

In too few cases do cordial, helpful relations exist between teacher and pupil.

There is too little relation between English as it is taught, and English as it is used in actual life.

Too few teachers seem able to get assigned tasks prepared at the proper time and in the proper way.

Self-expression on the part of students does not receive sufficient emphasis.

Too few teachers have grasped the great thought that forgetfulness of self is the keynote to the larger life.

Changing Left-handed Pupils to Right-hand

Editor of THE AMERICAN PENMAN:

I have been very much interested in reading the discussion in THE AMERICAN PENMAN in regard to the changing of left-handed people to the right-hand method in their writing. I may be a little extreme on this subject, but let me tell you my experience, and then I would like to have the discussion continued.

The last semester that I took penmanship in connection with my book-keeping work, a young lady came into the class to begin penmanship. I had known her when a small girl, but we had moved away and I had not seen her for several years. I knew she was there attending college, but she was taking music and I was somewhat surprised to see her

enter the penmanship class. I asked her why she was doing so. She told me that she was left-handed but had told her father that if he would pay the extra tuition, she would learn to write right-handed. Of course, we all know what her difficulties were to begin with. It was rather amusing to see the scratching which she did, but as the days went by, her work was something wonderful to me. I asked her how she accomplished so much. She said:

"I have my regular practice hours on my penmanship, the same as I have on the piano. At one o'clock, I lock the door and then I practice penmanship until three. This is a regular thing with me six days in the week." In three months' time she wrote a beautiful hand.

I graduated that year and began teaching the next fall. I had two boys under me that year who wrote left-handed, one of them was a beautiful penman and his work all the way was first class. The other one was an utter failure. I did not try to change either of them. Since that time, I have had quite a number of students who were left-handed, but have never succeeded in changing but one student from his left-handed ways to the better right-handed way. He did excellent work; was one of the best students in my graduating class that year, making the highest grades in nearly all his studies. I believe that changing him from left-hand to right-hand writing made him fifty per cent better in his other studies than he was before he changed. Am I right in the opinion that I have formed when I say that I believe left-handed people are weaker in their studies, more careless in their work, and the only way to bring them out is to change their writing?

I would like to hear from others on this line.

A. J. NEILL,

Teacher in Luther College, Wahoo, Nebr.

Written by Miss Lillie Cole, Pupil of A. B. Black, Bloomsburg, Pa.

From "The Improved Man"

By Robert G. Ingersoll.

*The improved man will not only
enjoy the sunshine of life, but will
bear with fortitude the darkest days.
He will have no fear of death. About
the grave there will be no terrors, and
his life will end as seriously*

Of the 85 foreigners who are in Rome this year studying the Montessori schools, 60 are Americans.

Two teachers in the schools of Berlin, Germany, are this year celebrating their fiftieth anniversary of school-teaching. There are 42 others who have taught forty years, and 47 who have taught twenty-five years. The Berlin Teachers' Society will tender a banquet to these veterans in December.

Mr. F. A. Ashley, Temple College, Philadelphia, has been elected head of the commercial department of the public schools of Everett, Mass.

A special course in picture framing is given in the Amelia High School, Amelia, Va., and during the past year or two more than a thousand neatly-framed pictures have gone from the school manual training shop into the pupils' homes.

The American Penman.

Written by public school pupils of Minneapolis, Minn. First prize winners in the writing contest among twenty cities.
J. R. Bayley is supervisor of penmanship in this city.

Quality counts in giving service
Dorothy Ness.

Use correct movement and succeed.
Alice Swanson.

There is no subject in which con-
Beatrice Salstrom.

The business world is sucking men
Nellie Bwan

This age is a more exacting
Rolf Ueland

This age is a more exacting one
Harriet Mc Keon

Business Business Business Business
Alice Vosen

The business world is sucking men
Dana Silver

Written by public school pupils of Dubuque, Ia., second prize winners in the writing contest among twenty cities.
Miss Cora Larson is supervisor of writing in this city

Quality counts in giving service.
Strive to improve every moment.
Use correct movement and succeed.

Bertha Klingenberg

Every young man and young woman
should acquire a good business hand-
writing not only for the advantage

Selma Muellerich.

Gaining Gaining Gaining Gaining
Business Business Business Business
Eminent Eminent Eminent Eminent

Violet Hammond.

This age is a more exacting one
than that in which our fathers were
reared, demanding more in mental
power which comes only

Gladys Alm



A Part of the W. E. Dennis Collection on Exhibition in the Reception Room of The A. N. Palmer Co. Offices in New York. These Beautiful Examples of Pen Art will be Engraved and Published in a Book by The American Penman. Orders are now being taken. The price is \$2.00

• THE ROUND TABLE •

"A man, sir, should keep his friendship in a constant repair"

Under the enthusiastic leadership of Mr. W. C. Locker, the teachers of the public schools of Richmond, Va., are doing splendid work in the subject of penmanship. Mr. Locker, who, in addition to having charge of the commercial department in the high school, supervises the writing in the grades, is a firm believer in muscular movement writing in the primary grades as well as in others. During a recent convention of the Southern Educational Co-operation Congress in Richmond, many superintendents and teachers, as well as public school officials, visited the classes in writing and they were greatly impressed with the work done, especially with the muscular movement writing with pen and ink in the first grade. Abstruse arguments do not always carry conviction, but to see little children in the first grade doing muscular movement writing joyfully and in perfect comfort must carry conviction, even to the minds of those who have always believed that muscular movement penmanship could not be taught successfully below the third or fourth grades.

Mr. J. D. Christ, Lock Haven, Pa., has sent us some very beautiful writing in the form of a letter.

Mr. J. J. Bailey of Toronto, Can., refers to Mr. C. C. Lister's series of elementary school articles which were completed in the *PENMAN* last month. Mr. Bailey writes informally:

"Am enjoying those articles by Lister about as much as I have anything that has appeared in a penmanship publication during the last decade. They are sensible, practical and helpful, and his copies are inspiring."

We acknowledge receipt of specimens in imitation of Madarasz ornate and also cards from Mr. Jacob Miller, of New York, and ornamental card combinations from Mr. Fred Robinson, of Fall River, Mass.

Mr. Karl Fromm, recently in charge of the commercial branches in the high school at Olathe, Kans., has accepted a position as teacher of commercial branches and penmanship in the commercial department of Huron College, Huron, S. D. Mr. Fromm is a very capable man and an enthusiastic teacher, and we congratulate him on his new appointment; also the school in obtaining his services. His term of service will begin in September.

Abundant evidence that business writing is well taught in The Morse Business College was received in shape of a package of excellent specimens, written by the pupils of Professor A. H. Ross, who has charge of the commercial and penmanship work in that institution.

We are obligated to our friend, Mr. J. A. Stryker, for a very attractive announcement of the eighth annual convention of the State Normal School, Kearney, Nebr. Mr. Stryker is the head of the penmanship department of the school.

Early in May a penmanship exhibit of the public school pupils of Flint, Mich., was displayed at the Walker school of that city. This exhibit covered the walls of twelve rooms of the building as well as all of the halls and it contained a specimen from every pupil in the city schools. Miss Minnie E. Compton is the supervisor, under whose enthusiastic leadership the writing of the Flint schools has improved greatly during the last half dozen years. Indeed the penmanship of these schools is a matter of pride to the business men as well as to the public school officials, teachers and parents.

According to the *Muscatine Journal*, Muscatine, Ia., the penmanship of the public schools of that city is being greatly improved under the enthusiastic leadership of Miss Belle Connor, the supervisor of writing. We copied the following from the journal referred to:

"Under the tutelage of Miss Belle Connor, who is at the head of the writing department of the Muscatine public schools, the pupils have been imbued with an augmented enthusiasm for the art of writing, which prior to her assuming the writing supervision many business men had regarded as a lost art."

Mr. A. T. Carter of Carson City, Nevada, is very much in love with *THE AMERICAN PENMAN*, and well he may be, because through it he has learned to write a very easy, plain-as-print commercial style. This is what he has written us: "I have been following for the last three or four months Prof. Bedinger's lessons in *THE AMERICAN PENMAN*, and have become thoroughly interested in writing. I look forward with interest every month to the time of the arrival of the *PENMAN*."

Mr. F. O. Pinks, well known to our readers as an expert in muscular movement writing, and also known among business school teachers in the East as an expert in shorthand and commercial branches, is enjoying a well-earned vacation in Orangeville, Ohio.

Mr. Pinks has agreed to write a complete course in muscular movement business penmanship for *THE AMERICAN PENMAN*. The lessons will be prepared this summer and will all be in our hands when we begin the publication of the first in *THE AMERICAN PENMAN* next September. This promises to be one of the very best courses in business penmanship ever published.

Mr. Pinks enclosed with specimens of splendid muscular movement business penmanship, cards written in artistic style, showing extremely delicate hair lines and strong artistic shades.

Through one of the innumerable accidents of printing, the letter "o" was omitted in the June Number from the name of Mr. E. S. Flippo, of Vernon (Texas) Commercial College.

Mr. B. S. Underhill of Underhill's Business College, Lorain, O., one of the Old Guard of commercial teachers of the country and also a modern progressive, casually states the following, referring to the advertising of business colleges:

"I ordered 500 fans, with the picture in colors of a girl of sixteen; it is very striking and I have a splendid motto printed upon it. A business man told me today that if I placed them in churches it would be the best advertisement I could put out, as the people would use them all summer, or during the hot weather."

Miss Leta E. Severance, who began her duties as supervisor of writing in the public schools of Long Beach, Calif., about February first, has four months of efficient work to her credit. We have received large packages of specimens from the pupils of the Long Beach schools showing remarkable improvement, and in four months some of the pupils have become expert demonstrators of muscular movement penmanship. We believe that in no public school system has greater progress been made in this branch in so short a time.

Miss Severance has been employed to teach writing in the summer school at the State Normal, Flagstaff, Ariz., and we want to congratulate the pupils of that summer school on their good luck in having such an efficient teacher of practical writing.

The Right Way to Make Figure 8

By S. E. Bartow

PITTSBURGH, PA., May 19.

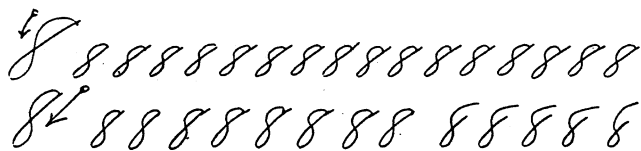
Editor of THE AMERICAN PENMAN:

Some years ago I was a subscriber to your paper, and knowing that you are authority on the proper way of writing, I am going to ask you to settle a little argument that has just arisen in my office. What I want to know is the proper way to make the figure eight. That is, do you start by making the upper loop first or do you make a straight line down and then come up to form the loop? Thanking you very kindly in advance, I am

Yours very truly,

R. E. McMAHAN.

It is a curious fact that the figure "8" is the only figure that can be made in more than one way, with the possible



exception of "6," which is sometimes made from the bottom up, but which is condemned by all who make good figures a study. Of course the people who make 8 in what we call the RIGHT way are in the majority—yet many others make it the reverse way.

We claim and are supported in our opinion by many good authorities, that the wide curve or dollar sign should be made first, finishing with an upstroke that is nearly straight. The top should always be closed; and that is the chief objection to the other style. The tendency is, in rapid writing, to leave its mouth open, as shown in the illustration.

Some are able to make the second style very well, but we maintain that the first style is more rapid and legible than the second, and is not so liable to deteriorate into bad form.

Minneapolis Won Penmanship Contest

The inter-city penmanship contest initiated by J. R. Bayley, supervisor of penmanship of the public schools of Minneapolis, between twenty cities of the country, was decided on May 17. Minneapolis won first prize, Dubuque, Ia., second, and Brockton, Mass., third. The following cities were entered in the contest: Minneapolis, Minn.; New Haven, Conn.; Atlantic City, N. J.; Oberlin, O.; Sioux City, Ia.; Fort Worth, Tex.; Hartford, Conn.; Burlington, Ia.; Boone, Ia.; Spokane, Wash.; Denver, Colo.; Washington, D. C.; Cedar Rapids, Ia.; Des Moines, Ia.; Dubuque, Ia.; Salt Lake City, Utah; St. Louis, Mo.; Lincoln, Neb.; Lafayette, Ind.; and Long Beach, Cal.

The committee which judged the writing was composed of J. R. Brandrup, Mankato (Minn.) Commercial College; R. B. Millard, Little Falls (Minn.) Business College; and D. P. Blankenbiller, Commercial Department of Mechanic Art School, St. Paul, Minn.

In a signed statement, the committee says in part: "We only regret that all the cities that were invited to participate did not see fit to accept the invitation, but we hope that another year will bring them into line, and that this is only a beginning of a new era in penmanship in our schools. We also wish to state that we had absolutely no knowledge as to what schools were represented and to which schools the different papers belonged, until after the awards had been given. We judged the work according to the best of our ability."

It Often Does

True story about a schoolboy in a Cleveland public school: This boy brought home his report card last Friday. His parents looked it over and noticed a blank in the place where the mark for "deportment" should have been.

"How is this?" asked the father. "You have no mark for 'deportment'?"

"Oh," answered the child, brightly. "We don't take that subject this year. That comes in next year's course."—*Cleveland Plain Dealer.*

Miss Archie Lee Dickson in Railroad Wreck

Miss Archie Lee Dickson, of the teaching staff of the A. N. Palmer Company, assigned to the Chicago office, was seated in the dining car of a Rock Island train which was thrown from the track near Bisco, Ark., on June 5, and sustained injuries that at first seemed fatal. As this is being written (June 10), the last copy for the July issue, Miss Dickson lies in St. Vincent's Hospital, Little Rock, Ark., wavering between life and death, with her chances a little better.

Miss Dickson had traveled all over Arkansas during the recent flood period, and had many hairs' breadth escapes. She had gone to Montgomery, Ala., to visit schools, and was returning to her home in Shawnee, Okla. The extraordinary heat had spread the rails—so it is said by the officials. It is also said that the dining car, in which were Miss Dickson and several others, was the only car on the fast train which left the track. Two persons were killed and two, including Miss Dickson, were injured.

The Sisters in charge of St. Vincent's Hospital are in daily communication with Mr. A. N. Palmer by wire, and everything possible in surgery, medicine and attendance is being done to save Miss Dickson's life.

She is one of the ablest and most popular members of the A. N. Palmer staff. She has traveled many thousands of miles visiting schools and institutes in the West, and is personally known to thousands of teachers. The news of the calamity was a terrible shock to all the staff of the A. N. Palmer Company.

Give the Country Boy a Chance at Home

From the Dennison, Ia., College Star

What is the matter with the business man in the smaller towns of this country? Why is it that he is everlastingly asleep?

The country merchant represents the very best development in American manhood. He is healthy, strong and unusually intellectual, but he simply will not get out of the rut made in the road of his kind of trade by the footsteps of his predecessors.

The interurban car, the automobile and good roads for rapid transit to the larger towns are here to stay. So is the parcels post. Get ready and meet it. Take advantage of it to reach your trade, and increased business will follow!

Books

"Will's Commercial Arithmetic," by Wm. R. Will (Gregg Publishing Company, New York, Chicago, San Francisco); 204 pages, cloth; \$1.00; sample copies to teachers, 50 cents.

The author thus prefaces his Introductory Statement:

"The chief claim of this volume to public favor is not simply that it is a new arithmetic as to the date of its publication, and contains the latest practice of the confessedly unsatisfactory methods of treatment in present vogue; but that it is new as to the character of its contents, and presents a radical departure from current methods which under the severest tests with all ages and grade of learners has uniformly demonstrated its superiority. It is the embodiment of forty-eight years' experience in the schoolroom, during the last thirty-two of which the author has served as the principal of the arithmetical department of one of the oldest and most reputable business colleges in the United States."

Mr. G. A. Spaulding, for the past four years director of the commercial department of the Houghton (Mich.) high school and director of penmanship in the grades, will go to the Ann Arbor schools commercial department, next term. The *Daily Mining Gazette*, of Houghton, refers to Mr. Spaulding's departure in these exceptional terms:

"Mr. Spaulding's work in Houghton has at all times been most creditable, and he ranks with the best instructors in commercial branches in the state. He leaves Houghton only because of his desire to take university courses in economics and he can do this at the University of Michigan in connection with his work in the Ann Arbor high school. Mrs. Spaulding has been prominent in woman's club work in Houghton and Hancock and the departure of her husband takes from the community a helpful woman."

Catalogs

THE AMERICAN PENMAN acknowledges receipt of advertising and printed news matter from the following:

Holman Business College, Los Angeles, Calif.

Dennison College, Ia.

State Preparatory School of Colorado, Boulder, Colo.

Simmons College, Boston, Mass.

McMinnville College, McMinnville, Ore.

St. Augustine's School, New York City.

North Yakima (Wash.) High School.

Ralston Commercial School, Pittsburgh, Pa.

Gem City Business College, Quincy, Ill.

Columbia College, Lake City, Fla.

Burlington, Vt., Superintendent of Public Schools.

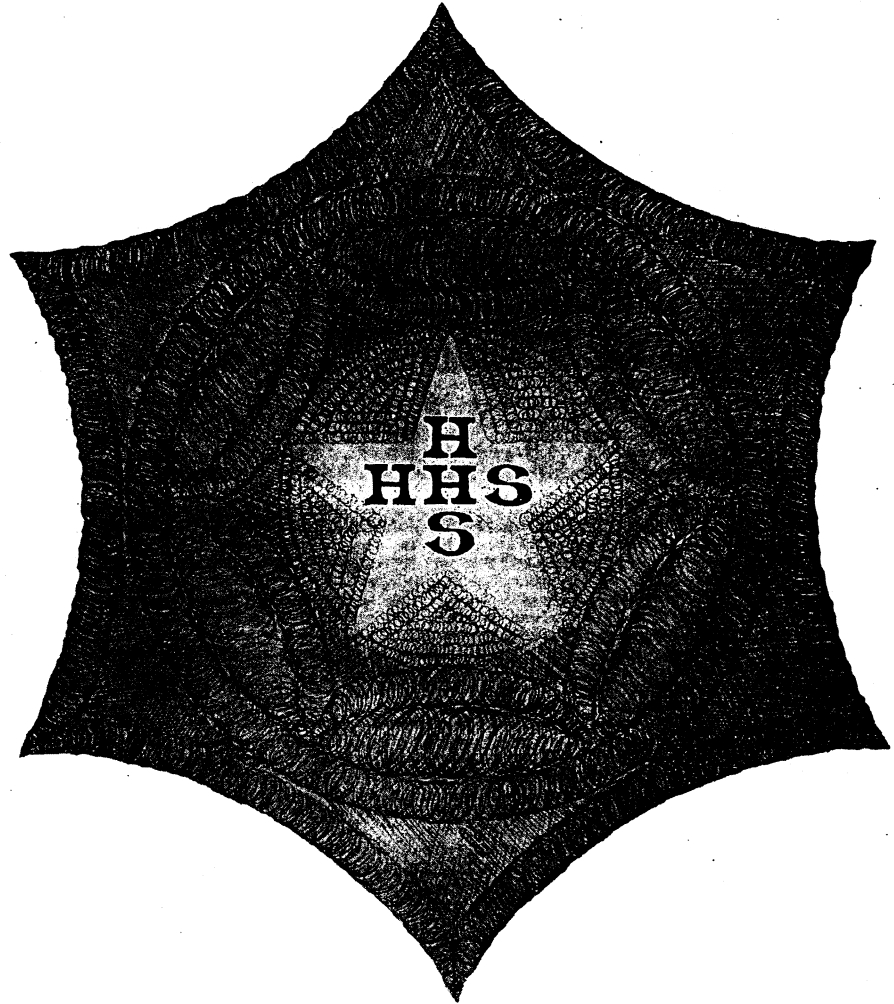
Duff College, Pittsburgh, Pa.

Detroit (Mich.) Commercial College.

Long Island Business College, Brooklyn, N. Y.

Universal Stenotype Company, Owensboro, Ky.

Design by Fred W. Boesler, Pupil of A. E. Spaulding, Director Commercial Department, Public Schools, Houghton, Mich.



American Penman Visitors

(Not including New Yorkers)

Miss Jessamine S. Whitney, Hudson, N. Y.

M. M. Babington, Bayonne, N. J.

B. Jago, Bayonne, N. J.

W. J. McAndrew, Rahway, N. J.

E. H. McGhee, Trenton, N. J.

A. A. McGhee, "Zanerian," Columbus, O.

Enid Walker, Yonkers, N. Y.

Written by F. W. Martin, Boston, Mass.

THE American Penman can take an awful Clubbing but as it changes its cover design each month the hammering seems to encourage the boys in producing a good helpful paper

Send along your subscriptions

The American Penman.

In a Nutshell

Three-fourths of the teachers in Alabama are holding their first position. Only seven per cent of the teachers now employed have taught more than two years.

Four thousand teachers in Massachusetts, where the pay is higher than in most states, receive salaries ranging from \$5.77 to \$10 a week.

The Chicago Board of Education has established two "naturalization schools," open four nights a week, to furnish instruction to applicants for citizenship.

This year's session of the Maine legislature enacted a law prohibiting secret societies in the public schools. Another act removes January 1 from the list of holidays.

A parent-teachers' association, where one-half the members are men, is the fact in Gettysburg, Pa., according to information received at the United States Bureau of Education.

The Spanish-American Athenæum of Washington, D. C., is seeking to make Spanish a required subject for entrance to college, on a par with French and German.

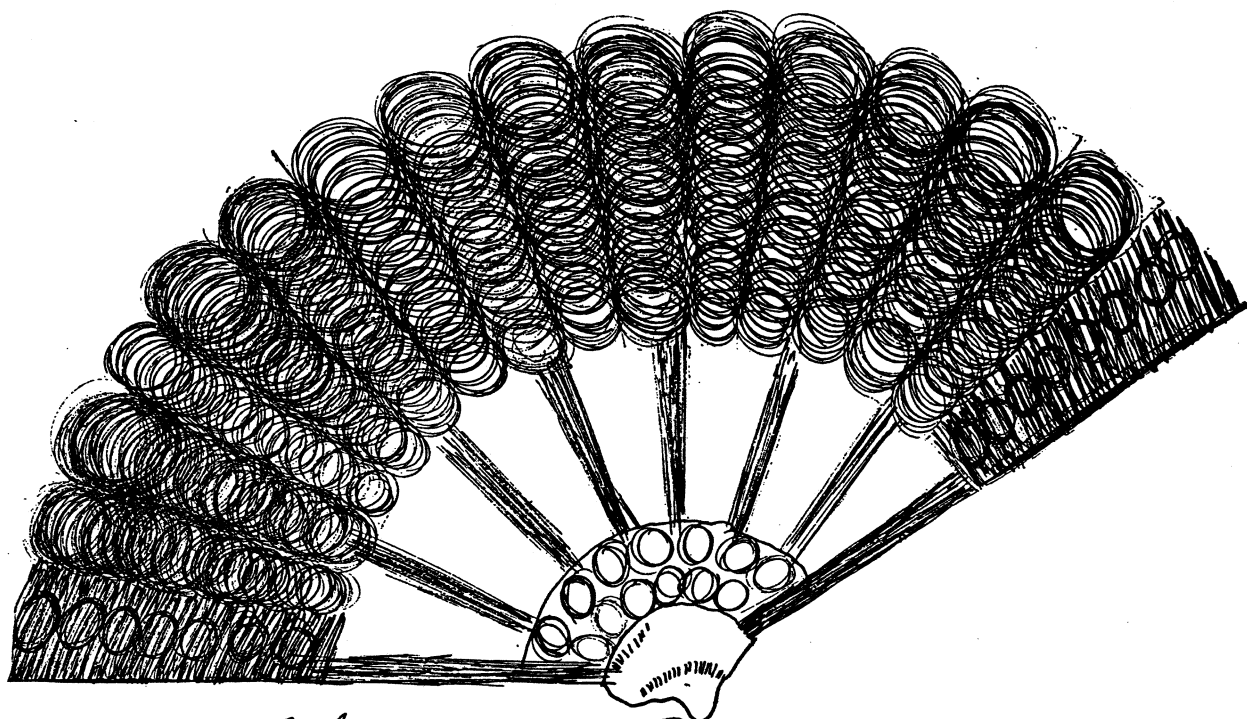
Louisville, Ky., has established an open-air school.

Written by Morgan J. Goldsmith, Commercial Teacher in Washington Irving High School, New York City

27 W 94 St., New York
May 24. 1915.

My dear Mr. Palmer:-
It does one's heart good to find in a fellow artist a spirit big enough to put himself on record as a booster of another's work.
Martin's tribute to Dennis' Book is certainly a sample of splendid magnanimity, but well deserved nevertheless.
Truly yours,
Goldsmith

By a Pupil of J. H. Anler, St. Libarius School, St. Louis, Mo.



Fred Schaller. Age 14 yrs.

CLASSIFIED

Under this heading, the charge is 4 cents per word. Copy must reach this office on or before the 10th of the month. Answers addressed to "Care of American Penman" will be forwarded only for advertisements of 30 words or more, or space of one-half inch (\$1.25) or more.

HELP WANTED.

WANTED—TEACHERS, MANAGERS, AND salesmen for our branch schools. Address **WILLIAMS BUSINESS COLLEGE**, Milwaukee, Wis.

WANTED—A good live manager to take charge of a branch school. Address "W. B. B.," care of the Penman.

Personal and School News

A new commercial teacher, C. A. Bricker, of Mt. Pleasant, Pa., has been added to the teaching staff of the Eastman-Gaines School, New York City.

Philip J. Palmer, of the Windham High School, Willimantic, Conn., is to teach commercial work in the Woonsocket, R. I., High School.

W. L. Jordan, of the State Normal School, Richmond, Ky., has been selected as a commercial instructor in the

Kinyon Commercial College, Pawtucket, R. I.

Miss Nora Buchanan, of Colorado Springs, Colo., has been elected as one of the teachers in the State Business College, Tacoma, Wash., for next year.

A. D. Marksbury, of Westfield, Ill., College, has accepted a position similar to that which he has recently held, in the Elgin Academy of Northwestern University, Elgin, Ill.

Miss Elizabeth McConville, of the Portland, Me., High School, is to act as substitute for Miss Eva Bullard during the month of July in the Stillman Business College, Watertown, N. Y.

M. D. Gmeiner, of Wilkesbarre, Pa., has accepted a position with the Scranton-Lackawanna Business College, Scranton, Pa.

G. W. Jones, of University, N. Dak., has recently been appointed as a new commercial teacher to be added in September to the teaching staff of the Cass Technical High School, Detroit, Mich.

There will be two new commercial instructors in the Cleveland, Ohio, Y. W. C. A.; Miss Carrie L. Comings, of the Beverly, Mass., High School, will be at the head of the department, and Miss Jessie Fulton, of the Spencerian Business College, Milwaukee, Wis., will act as an assistant.

The rate for display advertisements "For Sale" or "Exchange," answers sent care of The American Penman, is 18 cents per agate line (14 agate lines to an inch), or \$2.50 an inch. Copy closes on 10th of month preceding title month of publication.

FOR SALE—Splendid business college propositions all through the West, South and North. Correspondence invited. MID-CONTINENT TEACHERS' AGENCY, E. H. ELLSWORTH, Manager, 319 Portsmouth Bldg., K. C., Kansas.

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Government salaries are high and sure. Quality for a good position. We prepare you by mail at small cost for Civil Service Examination. Write today for Free Booklet C., Capital Civil Service School, Washington, D. C.

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Stock and Special Designs Send for Illustrated Catalog
Diploma Filling a Specialty
Artistic Engrossing

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"PENMANSHIP BY MAIL"
If you want to write better, at least expense, let me know. Pen Written copies scientifically prepared: write for particulars and free sample. Mention course desired.



15 Cards for
25 cents

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Fifty Cents Worth of Artistic Work for Twenty-five Cents

Nine large, fine quality cards with your name written in our best ornamental style. One-half dozen pen flourished cards, all different designs, with name finely lettered in. One large flourished Card, bird design—postal card size—with name inserted. This whole lot only 25 cents postpaid; value 50c. Limit, one offer to a customer.

The above are sent separately for 15c., 25c. and 10c. respectively. 1c. and 2c. U. S. stamps received. Zaner and Palmer highly commend our work. Order early. Address

F. E. PERSONS, 445 Breckenridge Street, Buffalo, N. Y.

J. Ogden Gandy, of Banks Business College, Philadelphia, will follow Le-lan P. Symmes in the Winthrop High School, as teacher of commercial work and supervisor of penmanship in the grades.

German universities enrolled 64,590 students during the year 1912-13.

Palmer's Penmanship Budget

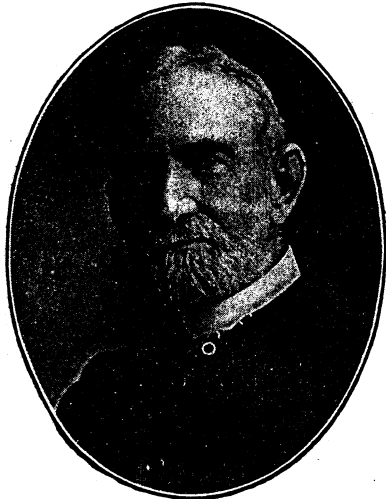
is an encyclopedia of the art of penmanship. It is a complete school of penmanship, containing 136 pages, 11 x 9 inches in size, filled to abundance with the greatest collection of plain and ornate penmanship ever offered in book form. Thirty-six of America's leading penmen have contributed to this splendid collection.

There are self teaching lessons in business and ornamental writing, rapid and artistic styles of pen lettering, off hand flourishing, engraver's script, pen drawing, engrossing, and other features of practical and artistic value to all students and professional penmen. It is bound in strong flexible cardboard. *The price postpaid for single copies in the United States is 75 cents; in foreign countries except Canada, Mexico and Cuba, 85 cents.*

The Budget and The American Penman for One Year are offered together at the following rates:

Single Subscriptions with Budget. \$1.50

OUR TWO NEW BOOKS



WILLIAM R. WILL

Will's Commercial Arithmetic

By William R. Will

Essentials of Commercial Law

By Wallace H. Whigam



WALLACE H. WHIGAM

Will's Commercial Arithmetic

THE chief claim of this volume to public favor is not simply that it is a new arithmetic as to the date of its publication, and contains the latest practice of the confessedly unsatisfactory methods of treatment in present vogue; but that it is new as to the character of its contents, and presents a radical departure from current methods which under the severest tests with all ages and grades of learners has uniformly demonstrated its superiority. It is the embodiment of forty-eight years' experience in the school-room, during the last thirty-two of which the author has served as the principal of the arithmetical department of one of the oldest and most reputable business colleges in the United States.

Its salient points:

1. Emphasizes accuracy of *method* in arithmetical reasoning.
2. Relieves the memory of the burden of memorizing innumerable rules.
3. Cultivates initiative and independent thinking ability on the part of the student.
4. Omits all abstract and abridged explanations.
5. Adopts the more attractive narrative form of exposition.
6. The problems are so placed as to train the students' powers of observation, differentiation and analysis, and to teach him to reason from given causes to required effects.

Essentials of Commercial Law

THE plan of development is unique and effective. Each chapter is introduced by a topical outline of the contents. The text opens with the development of the legal principles—in language that the youngest pupil can quickly comprehend. A recapitulation follows which will be valuable for review.

With a clear understanding of the legal principles involved, the student then takes up the cases decided by the courts, an intelligible abstract of each case being given. Then comes a series of questions intended to test his familiarity with the text. After he has answered the questions he is asked to apply the knowledge thus far imparted to hypothetical problems which present sets of facts as they actually exist—to which the student may apply legal principles in arriving at a conclusion.

Its salient points:

1. Presents a strikingly unique plan of subject development.
2. Plan makes each chapter a unit for study and instruction.
3. A topical outline prefaces the chapters followed by logical unfoldment of the legal principles.
4. Arranged to meet the demands of a long course and also the needs of a short course.
5. The chapter summaries make reviews easy and effective.
6. Profitable construction work, based on existing conditions, takes the place of useless and abstruse legal discussions.

THE GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

SAN FRANCISCO

Penmanship in the National City Bank of New York.

The greatest banking institution on the Western-Continent is the National City Bank of New York. Its capitalization is \$25,000,000. Its deposits are approximately \$150,000,000, and its resources \$325,000,000. Frank A. Vanderbilt is the president. About 500 persons are employed in the clerical force. The employees have organized the "City Bank Club," and handsome clubrooms have been fitted up in the splendid bank building at 55 Wall Street. The club is primarily for the purpose of intellectual improvement. Each night in the week a specialist lectures upon some subject of practical concern related to banking.

Of course it was inevitable that great industrial and commercial organizations would sooner or later provide for the educational advancement of their employees, and, as a matter of course, the great commercial organizations are the leaders in demanding from their employees better penmanship than that which is turned out by public schools using copybooks or other worn-out and inefficient methods.

At the request of the officials of the club, The A. N. Palmer Company, last September, assigned Mr. John G. Steele, of the New York office, to teach the City Bank Club class in penmanship. Mr. Steele visited the club rooms one evening each week, and gave a lesson. He continued the course until June 6 of this year.

Illustration No. 1 represents the writing before beginning the course of instruction under Mr. Steele of the following pupils in their order: F. G. Knapp, John G. Gleason and H. A. Coffin.

Although Mr. Knapp wrote an apparently free style, it was done by a combination of wrist and muscular movements. Mr. Knapp now writes pure muscular movement and had made a great deal of improvement, as shown in the first line of illustration No. 2. The specimens of Mr. Gleason and Mr. Coffin show improvement upon the specimens produced when both of these young men wrote a finger movement hand.

ILLUSTRATION No. 1

(Writing of City Bank pupils at beginning of course)

*This is a specimen of my
This is a specimen of my
This is a specimen of my writing*

ILLUSTRATION No. 2

(Writing of the same City Bank pupils later)

*I am pining Running
Milling Milling Milling
Quelling Quelling Qu*

One Hundred Spelling Contest Words

The following is the list of 100 words used in the spelling contest of the rural schools of Iowa County, Wis., in May:

Forty, forgery, fascinate, envelope, million, payable, musician, necessity, intelligent, mechanic, anxiety, occasion, accuracy, counterfeit, available, solemn, appreciate, testify, advisable, attachment, speculate, passable, suicide, repetition, stenography, prejudice, tuition, parcel, responsible, outrageous, mercantile, chargeable, offensive.

Collegiate, almanac, concede, emphasis, immensely, influential, competent, delinquent, warrant, detriment, vicinity, bankrupt, creditor, circumstances, individual, boundary, authorize, adjustment, acquittal, barricade, credible, baptism, defiance, ammunition, beeswax,

document, electricity, consistent, abstinence, dispense, executor, financial.

Incentive, incidental, nutritious, lieutenant, obligatory, indigo, neutral, antiquity, mosquito, palatial, predicament, perpetual, predecessor, pestilence, paralysis, quinine, persistent, serenade, sewing, troublesome, transferred, unreliable, recollection, supplement, significant, vengeance, syndicate, vanity, porous, typhoid, consecrate, solicited, collapse.

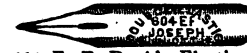
Eighty-five American teachers recently sailed for the Philippines to take positions in the Philippine schools. The average age of the new teachers is twenty-five years. All but twenty-four of them are experienced teachers.

GILLOTT'S PENS

Indispensable Instruments of Progress and Perfection in Penmanship



No. 1 Principality Pen



No. 604 E. F. Double Elastic Pens



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Every business college and every progressive farmer should know about the new system of Farm and Household Accounting by Prof. Bexell, Dean of the School of Commerce of the

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Adopted by leading agricultural and commercial schools and colleges in all parts of the country.

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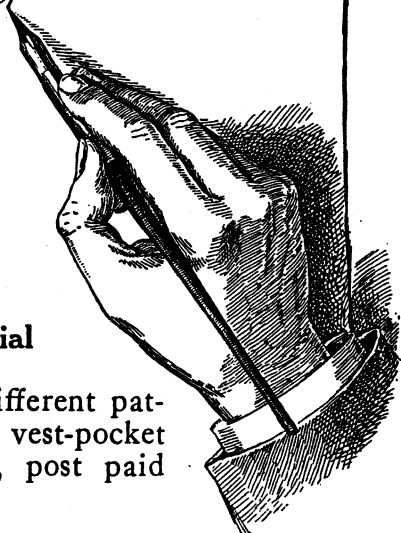
Learn to Write

I can make a good penman of you at home during spare time. Write for my free book, "How to Become a Good Penman." It contains specimens and tells how others mastered penmanship by my method. Your name will be elegantly written on a card if you enclose stamp.

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will find that the
Spencerian Steel Pens
are the best



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Are you entirely satisfied with the results obtained in your Typewriting Department?

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Scientific Touch Typewriting will do this for you.

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All transactions are performed with actual business offices, where the student gets an actual training and experience. Business men today demand the finished and experienced accountant. The Bliss System affords the office experience.

The folder system is designed especially for small classes, night schools, etc.

National Dictation Book

WITH SHORTHAND NOTES

Do not place your order for Dictation Books until you have examined the National.

THE F. H. BLISS PUBLISHING CO.
SAGINAW, MICHIGAN

Gregg Shorthand Silver Jubilee

President Fred R. Gurtler of the Gregg Shorthand Association has addressed a letter to all Gregg writers, summarizing the plans and features of the Silver Jubilee Celebration which will take place in Chicago during the five days, August 11-15. Mr. Gurtler says in part:

"Hotel LaSalle will be official headquarters. We will meet in the Grand Ballroom, 19th floor. The Jubilee Banquet will be held in the Red Room.

"As you know, the notable feature will be the celebration of the Silver Jubilee signaling a quarter century of Gregg Shorthand. I believe I am certainly within the facts when I say that it will bring together more writers and teachers of ONE system than have ever before assembled.

"If you live too far from Chicago to be present in person, I ask you to send us your contribution to the cause—membership fee of one dollar—and write us your sentiments.

"I want you to have your name on the Silver Jubilee Roster which will be presented to Mr. Gregg on that occasion, and if you will at once send your dollar to Miss Pearl A. Power, Secretary, care West Chicago Park Commissioners, Chicago, your name will surely be there. You will also receive a copy of the published report of the proceedings, containing the roster of 1913 members."

Monday, August 11

A. M.

Registration and getting acquainted.

2:00 to 5:00 P. M.

Address of Welcome; Response; President's Address; Apportioning of Committees; Announcements.

8:00 P. M.

Informal Reception; Awarding of Diplomas to Summer Normal Class; Entertainment and Refreshments.

Tuesday, August 12

9:30 to 12:30 A. M.

Speed Session: Shorthand Speed Demonstration; Typewriting Speed Demonstration (Underwood); Typewriting Speed Demonstration (Remington).

Address by Mr. Gregg: *Invention of Gregg Shorthand and Its Early Struggles.*

2:00 to 5:00 P. M.

Present Trend of Shorthand Teaching; Course of Study in High School; Co-operation Between the Commercial High School Teachers and Other Members of the Faculty. Round Table Discussion.

Wednesday, August 13

9:30 to 12:30 A. M.

Teachers' Medal Contest.

Address by Mr. Gregg: *"The Publication of Gregg Shorthand in the United States Twenty Years Ago."*

2:00 to 5:00 P. M.

General Discussion of Presentation of Lessons; Ten-minute Review of Contest by Gold Medal Winners of Past Three Years; *Some Important Phases in Speed Development.*

Thursday, August 14

9:30 to 12:30 A. M.

Modern Methods of Teaching Office Training—Mr. H. M. Munford, Highland Park College, Des Moines, Iowa.

Requisites of Stenographers vs. Commercial Schools.

Address by Mr. Gregg: *"The Shorthand World To-day."*

2:00 to 5:00 P. M.

Open.

8:00 P. M.

Silver Jubilee: Address by Mr. Gregg; Banquet; Entertainment.

Friday, August 15

9:30 to 12:30 A. M.

"The Points I Emphasize in Teaching Typewriting"—Mrs. Ida McL. Cutler, Cutler Business School, Dubuque, Iowa.

A Practical Demonstration in Shorthand Penmanship.

Demonstrations of Gregg Shorthand—In Spanish; In French; in German.

2:00 to 5:00 P. M.

"Our Successes and Failures During the Past Year." (Round Table.)

"What I Want to Know." (Round Table.)

Awarding of Medals.

Business Meeting; Election of Officers.

Personal and School Notes

Miss Ellen M. Hassenger, of McMinnville College, McMinnville, Oregon, has resigned her position and will go farther east in school work. Miss Ida May Pope, former teacher of stenography and typewriting in the college, will return in September to take charge of that department.

Fourteen pupils of Mr. Curtis P. Coe, principal of McMinnville College Commercial Department, were recently awarded Certificates of Proficiency in Penmanship. Some of his class are preparing work for final and teacher's certificates.

Mr. George C. Hutchison has been teaching commercial subjects in the Allegheny High School, Pittsburgh, Pa., since last February.

Mr. J. C. Howell, formerly of Wichita (Kans.) High School, has joined the commercial staff of Cass Technical High School of Detroit, Mich. Mr. Howell is instructor in penmanship and bookkeeping.

Miss Mae I. O'Hara, Washington, D. C., has been employed as the shorthand teacher of the Ramona School for the coming school year. She was connected with the Sacred Heart Academy of Washington, D. C., last year.

Mr. Perry Singer has been re-elected principal of the Commercial Department of Ramona (Okla.) public schools for the coming year at an increase of salary.

Prof. Reinhold Haubright will be in charge of penmanship at German Wallace College, Berea, O., during the coming term. He succeeds E. W. Allinger, who has resigned to enter law school, probably at Columbia University, New York.

Miss Nina A. Clark, of Nebraska, has been elected supervisor of penmanship, art, and music in the public schools of Cuero, Texas. Miss Clark's term of service will begin next September.

Mr. and Mrs. John R. Gregg, sailed for England on the "Caronia" on May 10 to spend the summer. Mr. Gregg will, while abroad, establish an office of the Gregg Publishing Company and begin a campaign for the Gregg publications, which already have a big following in England. He will return the latter part of July in time to take part in the Silver Jubilee Celebration of Gregg Shorthand, which occurs at the convention of the Gregg Shorthand Association at Chicago, August 11 to 16.

Miss Ruby A. Hildreth, a student of the State Normal School, Potsdam, N. Y., where the Palmer Method of Business Writing is being taught, has been elected supervisor of writing in the public schools of Nyack, N. Y. Her term of service will begin in September.

Miss Mary R. Barnett, one of the expert teachers of muscular movement writing in the public schools of Roanoke, Va., will take charge of penmanship in the Summer Normal School at Martinsville, Va. Prof. N. P. Painter, who conducts the school, is also a qualified teacher of muscular movement writing.

Mr. C. E. Dwight, supervisor of writing in the public schools of Dunmore, Pa., and one of the most enthusiastic and successful teachers of muscular movement writing, will have charge of penmanship in the Great Southern Normal School at Knoxville, Tenn. This school will open early in June and continue throughout the summer.

Mr. W. C. Locker, supervisor of writing in the public schools of Richmond, Va., has been engaged to teach penmanship to the teachers who attend the Summer School of the University of Virginia, Charlottesville, Va.

Mr. Roy E. Gill, of Washburn, Ill., has accepted a position in the public schools of Ames, Ia. He will have charge of the commercial branches in the high school and supervise the penmanship in the grades. Mr. Gill is a practical man of several years' experience.

Adopted by the New York Board of Education

Now Ready Fifth Edition Thoroughly Revised

Style Book of Business English

INCLUDING CARD-INDEXING AND RECORD-FILING

By H. W. HAMMOND

The adoption of this work by the New York Board of Education for use in High and Commercial Schools has rendered a revision necessary so as to cover thoroughly every phase in correspondence necessary for teachers and pupils. Many additional exercises have been inserted. The chapters on Social Correspondence and the Duties of a Private Secretary have been greatly extended; new letters illustrating the display of words on the letter-sheet are added; for the first time in the history of bookmaking in the United States a complete list of addresses of the Roman Catholic clergy has been put in. The chapter on Capitalizing and Dividing Words has been much enlarged. Additional illustrated instruction on proof-reading, telegrams, cablegrams, wireless telegraphy, postal information, value of foreign coins, card-indexing and letter-filing, with narratives, questions, and exercises, has been added.

"Your 'Style-Book of Business English' is the only text that I know of that contains completely and in lesson form all the points on business correspondence needed by students of stenography, bookkeeping and typewriting."—*Irving Green, St. John's College, Brooklyn, N. Y.*

"Instruction in business English has always presented serious problems to those charged with the direction of commercial courses, and the new enlarged fifth edition of Mr. Hammond's well-known Style-Book cannot fail to be welcomed by many teachers of English in commercial high schools, and by those engaged in commercial instruction of every scope. The attempt to teach formal grammar in the short commercial English courses has proved of doubtful value, and the point of view which Mr. Hammond holds in approaching his task is obviously the most practical one."—*The School Journal, New York.*

Cloth, Gilt Lettering, 232 Pages, 85 Cents

Teachers' Examination Copy, postpaid, 57 Cents. Mention School.

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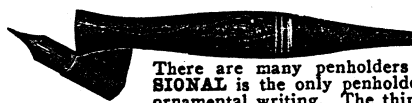
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12 Inch Inlaid	\$1.00
12 Inch Plain50
8 Inch Inlaid50
8 Inch Plain25

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Personal and School News

Chester J. Terrill, recently of the Englewood, N. J., High School, has accepted a position as head of the commercial department of the Albany, N. Y., High School.

P. Myers Heiges, of Haddonfield, N. J., has been appointed as commercial teacher in the East Orange, N. J., High School.

Milton R. Roberts, of Greenville, Ill., College, has accepted a position in Westington Springs, S. Dak.

Miss Rose L. Fichtner, of Cleveland, Ohio, has contracted to teach with the Hurst School, Buffalo, N. Y., next year.

Charles E. Smith, of Hesley, Iowa, has been chosen as a new commercial instructor for the Owosso, Mich., Business College.

G. E. Gustafson, of the Tri-State Commercial College, Reading, Pa., is to teach in the Williams Business School, Rochester, N. Y., his position in Reading being filled by Rev. J. R. Brown.

Arthur Stuckenbruck, of Highland Park College, Des Moines, Iowa, has been assigned to a position as commercial instructor in the College of Commerce of Westminster College, Salt Lake City, Utah.

The MID-CONTINENT TEACHERS' AGENCY
E. H. Ellsworth, Mgr., successor to Mr. J. E. Boyd, is beginning the fifth year of continued success and invites the custom of teachers and school authorities in all parts of the country. We are conducting an aggressive campaign for business in the seven Mississippi Valley states from Canada to Texas and are filling a number of positions in the states farther west. Write for information. Address
MID-CONTINENT TEACHERS' AGENCY
319 Portsmouth Building, Kansas City, Kan.



I have on my list of students some fine Penmen and Commercial Teachers desiring positions. Write me if in need. OLD students needing my assistance should write giving qualifications, etc. I make no charge.

F. W. TAMBLYN, Pres.
The Tamblin School of Penmanship,
Kansas City, Mo.

The Business Journal Tribune Building, New York City, a monthly magazine of 48 pages, contains lessons in Penmanship by the foremost penmen in the world, also articles on Advanced Bookkeeping, Higher Accounting, Salesmanship, Advertising, Business English, Commercial Law, and other business subjects. One Dollar a year; a sample copy for five 2-cents stamps.

Commercial School in the Andes Mountains

In the old days, the Spaniards under Pizarro and his successors used to march inland when they wanted to found a city, and up in the hills somewhere they would build a fortified town—protected on all sides from the pirates which infested the gulf and Caribbean Sea. That is the way they came to build Bogota way up in the Andes, a week's journey from the coast.

Now, however, Bogota is a modern city in every respect, and Messrs. Lievano Hnos., who conduct the Remington typewriter business there, have opened up a commercial school in the ancient Spanish capital. This Escuela Remington is the first institution devoted exclusively to commercial training to be established in the Republic of Colombia. Señor Enrique Lievano will undoubtedly be hailed as the pioneer in commercial education in his country.

Personal and School News

One of the new commercial teachers in the Atlantic City, N. J., High School next year is to be Irvin B. Waters, of Hamlet, N. Y. Mr. Waters formerly taught in the Oneida, N. Y., High School.

Mr. S. E. Leslie, the well-known penman, for a number of years with the Eastman School, Poughkeepsie, N. Y., is now the proprietor of the Latrobe Commercial College, Latrobe, Pa., having recently bought the school of T. A. McLean.

W. L. Prince, of the State Normal School, Johnson City, Tenn., will follow H. D. Foote in the Mankato, Minn., Commercial College, Mr. Foote having taken a position as head of the shorthand department of the Boise, Idaho, High School.

The principal of the shorthand department of the Central Business College, Colorado Springs, Colo., next year is to be Miss Sara Maier.

John R. King, of Fairhaven, Mass., is to teach commercial subjects in the Peekskill, N. Y., High School next fall.

A new shorthand instructor in the Malden, Mass., Commercial School to begin next September will be Miss Frances G. Allison, of North Andover, Mass.

Miss Mary M. Smith, of Factoryville, Pa., has been elected as a commercial teacher in the Manasquan, N. J., High School.

The commercial work in Jones College, Perry, Iowa, is to be in charge of F. M. Fazel, of Farragut, Iowa, next year.

Miss Louise H. Scott, recently of the Southington, Conn., High School, has contracted to assist in the commercial department of the Middletown, Conn., High School next year.

J. W. Drye, of Stafford, Kans., is to hold the position as head of the commercial department of the Webster Groves, Mo., High School next year.

Leo J. Kent, of Tobin Academy, Vinton, Iowa, has accepted a position as head of the commercial work in the Kalispell, Montana, Business College.

Alton H. Perry, recently the manager of the Newark, N. J., Business College, has accepted a similar position with the Becker Business College, Worcester, Mass.

Clifford W. Brown, a recent graduate of Hillsdale, Mich., College, has been selected as the man to teach commercial work in the McCook High School, McCook, Neb.

Miss Bertha Feinauer, who has recently attended Ferris Institute, Big

TEACHERS' AGENCIES

SPLENDID OPPORTUNITIES

We have many excellent openings in the leading HIGH SCHOOLS and BUSINESS COLLEGES all over the United States, and new positions are coming in daily.

Let us place your name on our "Opportunity Register." Free enrollment.

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At Once—More Commercial Teachers! We now have the largest number of vacancies ever listed at any one time—salaries, \$800 to \$2000. These positions are to be filled just as soon as suitable instructors can be found. Let us aid you in securing the place you want. Free registration. Quick, efficient service. Choice positions filled in all parts of the United States.

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GOOD POSITIONS FOR GOOD COMMERCIAL TEACHERS OUR SPECIALTY

R. B. I. SUMMER SCHOOL FOR COMMERCIAL TEACHERS

The active correspondence and numerous personal enquiries concerning our summer sessions for the professional training of commercial teachers assure a large and representative summer school class from June 30 to July 31. Join this class, secure our teachers' diploma and get in line for promotion and higher salary. The calls for commercial teachers for next September are coming in rapidly. Let us have your name in advance if you expect to enroll and wish to be considered for a position. Our bulletin mailed on request.

ROCHESTER BUSINESS INSTITUTE

Rochester, N. Y.

NATIONAL INDEED!

This is written May 31. We have closed more business this month than in any other month since this Agency was established. We have filled positions at from \$65 a month to \$2400 a year (a higher salary, too, than we ever obtained for a client before), in public and private schools, in Montana, Connecticut, Pennsylvania, Nebraska, Iowa, Massachusetts, Louisiana, Minnesota, Kansas, Idaho, Wyoming, Ohio, Colorado, Rhode Island, Utah, New York, Michigan, and Vermont.

We need A-1 experienced teachers, especially men, who can write well. While we can and do help beginners, there is a surplus of beginners, more especially among ladies. There are never enough good men who can write well.

Don't be worried, thinking it is too late to get a place. Excepting this month of May, last September was one of the best months we ever had; our teachers engaged that month collected this year more than \$24,000 in salaries.

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Rapids, Mich., is to teach next year in Bessemer, Mich., in the High School.

W. S. Seyler, of the Iowa Success Shorthand School, Ottumwa, Iowa, is to act as manager of the Baraboo, Wis., Business College next year.

H. O. Thompson, of Albion College, Albion, Mich., has accepted a position as commercial teacher in the Kearney, Neb., High School.

Oral W. Seipp, also an Albion College graduate, is to be a commercial teacher in the Ludington, Mich., High School beginning in September.

A Position For You Now—Teachers, are you seeking a new position either at once or next fall? Our supply of teachers does not fill the demand. Scores of excellent openings are being received daily. Send for application blank today. UNION TEACHERS' BUREAU, Tribune Bldg., New York City.

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Mr. Frank Eastman, court stenographer, Warsaw, N. Y., ordered a supply on April 28, saying: "I find it just what I need in my private-class work. It is so simple, yet accomplishes the purpose. Could not be bettered in any respect." On May 22, he orders again, and says: "It is the best I have even seen."

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Personal and School News

Miss Blanche Duvall, who has been at Zanerian College, Columbus, Ohio, during the past months, has taken a position as supervisor of penmanship in the Public Schools of Owosso, Mich.

A. E. Walk, formerly with the Ransomian School, Kansas City, Mo., is to teach bookkeeping and penmanship in Highland Park College, Des Moines, Iowa, next year.

Mrs. Marcella Lang, this year, with the Pittsburg, Kans., Business College, is to return next year to the Joplin, Mo., Business College, where she taught before going to Pittsburg.

A new shorthand teacher in the Atchison, Kans., Business College, will be Miss Beulah Hutchinson, of Lincoln, Neb.

Miss Dora C. Pedersen, of the Skohegan, Me., High School, will follow Miss Bertha Lewis next year in the Warren, Mass., High School, handling the commercial work there.

H. E. Alvis, who has been acting as principal of Brown's Business College, Cairo, Ill., is to enter high school work next fall; he is to have charge of the commercial work in the Burlington, Iowa, High School.

Miss Nina O'Mealey, of Salt Fork, Okla., has been elected to a position in Newton, Iowa, High School to teach commercial branches.

The new teacher to follow Paul Lomax in the Hannibal, Mo., High School next year is to be C. M. Finegan, of Kirksville, Mo.

B. C. Bacon, of Santa Monica, Cal., has accepted a position to teach in the Soule Commercial College, New Orleans, La.

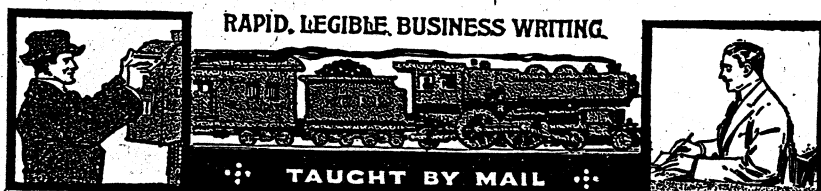
The position as commercial teacher in the Milford, Mass., High School made vacant by the resignation of Miss Helen J. Gilmore recently, now of the Central Falls, R. I., High School, is held by Miss Mae Birmingham, recently of Cohasset.

T. C. Martin, of Baker University, Baldwin, Kans., will succeed R. W. Manly as head of the commercial department of the Nevada, Mo., High School.

Woods School, of New York City, has added to its soliciting staff Mr. Burt Thompson, of the Newark, N. J., Business College.

L. D. Nation, of the Mosher-Lampman School, Omaha, Neb., has changed positions, being now with the Central Business College, Denver, Colo.

Miss Helen O'Neil, of Freeport, Long Island, N. Y., is to be a new commercial teacher at the Waverly, N. Y., High School.



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FRANCIS B. COURTNEY, Principal

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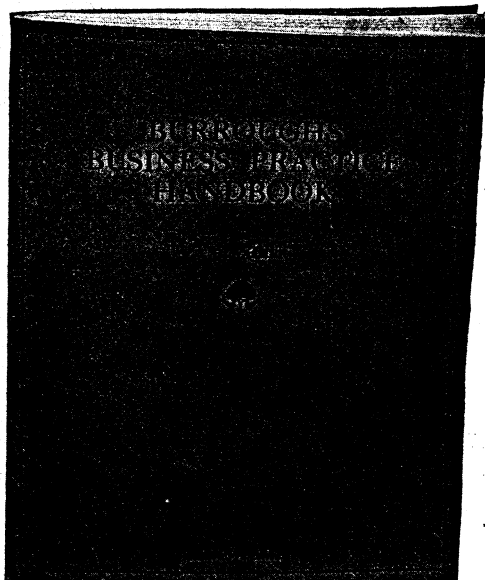
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It teaches mechanical subtraction, multiplication and division, and shows the work of the most important Burroughs Machine.

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He is a practical school man, having had seventeen years' experience as a teacher and proprietor

of a commercial school and several years' experience in the public schools. He was secretary of the National Commercial Teachers' Federation for nine years, and probably knows more commercial teachers and school men and is more familiar with their work and needs than any other man in the United States.

He is a practical bookkeeper, accountant and business man, and is therefore qualified to produce a book that is teachable and well suited to the needs of the school room, one that qualifies the student to meet the exacting needs of the business office.

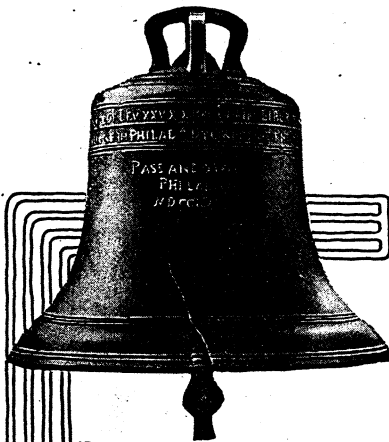
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